DOCUMENT RESUME

ED 272 400 SO 017 129

AUTHOR	Barnes, Roger C., Ed.; Mills, Edgar W., Ed.
TITLE	Techniques for Teaching Sociological Concepts. Resource Materials for Teaching. 2nd Edition.
INSTITUTION	American Sociological Association, Washington, D.C.
PUB DATE	85
NOTE	138p.; For the first edition, see ED 207 872.
AVAILABLE FROM	American Sociological Association Teaching Resources Center, 1722 N Street, NW, Washington, DC 20036 ($8.00).
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Academic Achievement; *College Instruction; *Educational Improvement; Educational Strategies; Higher Education; Instructional Design; Instructional Materials; *Sociology; Teaching Guides; *Teaching Methods

ABSTRACT

The edition presents 69 successful teaching techniques used by sociologists at the college level (in classes ranging from introductory sociology to the many specialized subareas, such as deviance, stratification, education, and theory) that are designed to stimulate student thinking and improve student learning. Each technique features a different sociological concept, teaching objective, references, materials needed, estimated time, procedure, interpretation, possible pitfalls, name and address of professor who submitted the technique, and appropriate course. Some of the concepts included for presentation are culture, education, ethnocentrism, gender, norms, population, power, role expectations, sexism, socialization, stratification, theoretical perspectives, and values. An index of the concept areas is included. (TRS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED272400

American Sociological Association

Resource
Materials
for
Teaching

TECHNIQUES FOR TEACHING SOCIOLOGICAL CONCEPTS
(2nd Edition)

Edited by

Roger C. Barnes
Edgar W. Mills

University of Texas at San Antonio

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

SO017129

Distributed by
ASA Teaching Resources Center
1722 N Street, N.W.
Washington, D.C. 20036
(202) 833-3410

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

CARLA B.
HOWERY

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

TECHNIQUES FOR TEACHING SOCIOLOGICAL CONCEPTS

(2nd Edition)

Edited by

Roger C. Barnes
Edgar W. Mills

University of Texas at San Antonio

Documents distributed by the ASA Teaching Resources Center are not intended to represent the official position of the American Sociological Association. Instead, they constitute a medium by which colleagues may communicate with each other to improve the teaching of sociology on the undergraduate and graduate levels.

Copyright 1985: American Sociological Association

PREFACE

The first edition of this publication appeared in 1979 under the title Eighty-One Techniques for Teaching Sociological Concepts. It has been one of the most widely used publications distributed by the ASA Teaching Resources Center. The original editors--Reed Geertsen, Richard A. Sundeen, Pat Allen, and Emily Gunning--deserve recognition for collecting a wide variety oF teaching techniques. This edition of Techniques for Teaching Concepts in Sociology contains 69 techniques, 40 of which were written specifically for this volume. We modified slightly the original format by adding an estimate of time required and by including a section of interpretation. Users of the volume will notice that the techniques retained from the previous edition (indicated by **) do not contain this information. We also have added an index of concept areas.

We had an especially difficult task deciding which of the original techniques to retain for this volume. Space limitations required that many valuable techniques could not be retained. Therefore, readers will continue to find the original edition to be a useful collection of teaching techniques.

The entries that appear in this edition were selected to provide a wide variety of proven, successful teaching techniques. They have been used by sociologists in community colleges, four-year colleges, and universities, in classes ranging from introductory sociology to the many specialized subareas in the discipline such as deviance, stratification, education, and theory. We hope that every sociologist who uses this volume will find techniques that stimulate student thinking and improve student learning.

We would like to express our appreciation to the many contributors to this volume. Special appreciation goes to Carolyn Conyers for typing the manuscript, and to Carla Howery of the ASA Teaching Resources Center for coordinating the production of this revised edition.

Roger C. Barnes
Edgar W. Mills

June 1, 1985
University of Texas at San Antonio
San Antonio, TX 78285

TABLE OF CONTENTS

Technique Number	Concept and Contributor	Page
1	AGEISM, STEREOTYPES, AND AGE INEQUALITY Jeffrey Michael Clair	1
2	COMMUNITY, SOCIAL SYSTEMS, FUNCTIONAL THEORY Sue R. Crull	2
3	CONTENT ANALYSIS; SOCIAL CLASS; SOCIAL STATUS William T. Clute	4
4	CONTENT ANALYSIS AND THE USE OF SECONDARY DATA (ALSO RELIABILITY, CHANGING ROLES, FAMILY)** Reed Geertsen	6
5	CULTURE, SEX ROLES Hernan Vera	8
6	CULTURE (SYMBOLS AND VALUES) Jack L. Hickman	10
7	DEVELOPMENT OF SOCIOLOGY AND THE INTELLECTUAL, INDUSTRIAL AND FRENCH REVOLUTIONS** Robert F. Lovely	11
8	DEVIANCE, LABELLING Dr. Jack Bynum	12
9	DEVIANCE AND THE SERIOUSNESS OF CRIMINAL BEHAVIOR (ALSO GROUP DECISION MAKING, SAMPLING VARIATION AND SAMPLING ERROR** Robert F. Lovely	14
10	DEVIANCE, MORAL INDIGNATION, AND PUBLIC POLICY C. Ronald Huff	16
11	EDUCATION AS AN INSTITUTION, POWER AND DECISION MAKING IN SCHOOLS, GROUP PROCESSES Jeanne Ballantine	18
12	EDUCATION VS. PROPAGANDA Joseph W. Rogers	20
13	EMERGING NORMS AND FAMILY ROLES, VALUES CLARIFICATION** Richard Hurzeler	22
14	ETHNOCENTRISM, CULTURE Teresa A. Sullivan	24
15	ETHNOCENTRISM AND CULTURAL RELATIVITY** Sharon E. Baxter	26
16	FOUNDING FATHERS OF SOCIOLOGY** Dick Colvard	27

Technique Number | Concept and Contributor | Page

17 GENDER, SOCIALIZATION 31
Jerome Rabow and Roxanne Copeland

18 GROUP DYNAMICS, DECISION-MAKING 33
Martha O. Loustaunau

19 GROUP PRESSURE AND SOCIAL BEHAVIOR** 36
Martha Marschall Fuller

20 GROUP PRODUCTIVITY, SOCIAL LOAFING, GROUP PROCESS 37
Wendy J. Harrod

21 HISTORICAL TIME: MODERN INDUSTRIAL SOCIETY IN PERSPECTIVE 39
Paul D. Starr

22 HOMOGAMY (ALSO NORMS, PRIMARY RELATIONS, MARRIAGE AND FAMILY** 40
Emily Gunning

23 HYPOTHESIS FORMATION AND SCIENTIFIC THINKING** 42
Frank Naughton and Dee Wernette

24 HYPOTHESIS TESTING, RESEARCH METHODS 43
Scott L. Feld

25 INCOME STRATIFICATION, CONSUMER BEHAVIOR, GROUP INTERACTION, EXPERIMENTAL METHOD 45
Edgar W. Mills

26 LABELING THEORY; STEREOTYPING 48
Paul D. Starr

27 NORM VIOLATION, DEVIANCE, LABELING, FOLKWAYS, MORES 50
Laura Workman Eels and N. Prabna Unnithan

28 NORMS, FOLKWAYS, LAWS, MORES, SANCTIONS 53
Sue R. Crull and Brent T. Bruton

29 OPERATIONALIZATION; OCCUPATIONAL ASPIRATIONS 55
William T. Clute

30 PERSON PERCEPTION: CENTRAL TRAITS 56
Wendy J. Harrod

31 POPULATION PROJECTIONS AND LIFE TABLES** 58
James H. Gundlach

32 POPULATION PYRAMIDS (ALSO AGE AND SEX DISTRIBUTIONS OF A COMMUNITY** 60
Rodney Kingsnorth

33 POVERTY AND ITS DEFINITION 62
Michael V. Miller

Technique Number **Concept and Contributor** **Page**

34 POWER, AUTHORITY, AND FUNCTION 64
Joseph W. Rogers

35 PRESENTATION OF SELF, THE FRONT 66
Wendy J. Harrod

36 PRISON RIOTS, COLLECTIVE VIOLENCE 68
Roger C. Barnes

37 RACIAL AND ETHNIC STEREOTYPES 70
Brad J. Stewart

38 RELATIVE DEPRIVATION AND REFERENCE GROUPS 71
James H. Gundlach

39 ROLE EXPECTATIONS AND PERFORMANCE** 72
Michael Mend

40 ROLES AND SOCIALIZATION (ALSO SELF CONCEPT)** 73
William T. Clute

41 SAMPLING DISTRIBUTION (BINOMIAL) 74
Walter Broughton

42 SECONDARY DATA** 76
Henry C. Finney (also Frederick Schmidt and Laura Fishman)

43 SEXISM, GENDER STRATIFICATION 77
Pamela Hewitt Loy

44 SEXISM, SEX ROLES** 78
Laurel Richardson Walum

45 SOCIAL CONTROL AND EXTRA-LEGAL FACTOR IN POLICE DECISION
MAKING (ALSO SOCIAL CLASS, DISCRIMINATION, CURBSIDE JUSTICE** 79
Lloyd W. Klemke

46 SOCIAL AND CULTURAL CHANGE, FUNCTIONALISM 82
Richard Paul Hurzeler

47 SOCIAL INTERACTION ANALYSIS; DRAMATURGY 83
Charles Jaret

48 SOCIAL STRUCTURE 87
Robert Wazienski

49 SOCIALIZATION (ALSO LOOKING-GLASS SELF)** 88
Jim Stemler

50 SOCIALIZATION (PRIMARY AND ADULT), RESOCIALIZATION,
ANTICIPATORY SOCIALIZATION** 90
William T. Clute

Technique Number — Concept and Contributor — Page

51 SOCIALIZATION, SELF IDENTITY 91
Jeffrey C. Chin

52 STEREOTYPES OF OLDER PERSONS (ALSO STIGMA, LABELING, AGEISM)** ... 93
Mike Hoover

53 STEREOTYPING, RACE RELATIONS, MINORITIES, GROUP PROCESS 94
Richard Bucher

54 STIGMA 95
Howard Elterman

55 STRATIFICATION AND FAMILY NAMES (ALSO LABELING, DISCRIMINATION, SELF-CONCEPT)** 97
Richard J. Gigliotti

56 STRATIFICATION, OCCUPATIONAL PRESTIGE, MEASUREMENT 99
Edgar W. Mills

57 STRATIFICATION: POVERTY AND WEALTH** 102
William C. Martin

58 THEORETICAL ASSUMPTIONS** 103
Davida P. Gates

59 THEORETICAL PERSPECTIVES 104
Sandy Litvin

60 THEORETICAL PERSPECTIVES OF SOCIOLOGY APPLIED TO PROFESSIONS AND PROFESSIONALIZATION (ALSO FUNCTIONALISM, CONFLICT THEORY, POWER)** 105
William T. Clute

61 THEORY DEVELOPMENT, THEORY AND RESEARCH** 107
John Hoerner

62 THEORY, OBSERVATION, AND IDEOLOGY 109
William T. Clute

63 URBAN ZONES OF TRANSITION, CONCENTRIC ZONES THEORY OF URBAN DEVELOPMENT (ALSO HUMAN ECOLOGY, URBANIZATION, CITIES, ETHNIC GROUPS, STRATIFICATION, POVERTY, AGING)** 111
Gretchen Anderson

64 VALUES AND NORMS** 115
Dodd H. Bogart

65 VALUES, BELIEFS, OPINIONS** 117
Lynn Smith

66 VALUES, CULTURE, SUBCULTURE** 118
Theresa Guminski Turk

67 VALUES, GROUP DECISION-MAKING** 119
Brent Bruton and Sue Crull

Technique Number	Concept and Contributor	Page
68	WORK ETHIC (AMERICAN DREAM, MONETARY SUCCESS, DEFERRED GRATIFICATION, VALUES) .... Stephen Wilson	121
69	WORKER ALIENATION AND RELATED CONCEPTS** .... Bob Leighninger	123
	INDEX	125

TECHNIQUE 1

CONCEPT AREA: Ageism, Stereotypes, and Age Inequality

TEACHING OBJECTIVE: To demonstrate the existence of stereotypic attitudes toward the elderly in our society as well as measuring individual perceptions of aging.

MATERIALS NEEDED: No special materials needed.

ESTIMATED TIME: 30-45 minutes.

PROCEDURE: Students are asked to take out a piece of paper and number from one to ten. I then ask the students to write down ten characteristics of an elderly person. I also add that they should write their answers in the order that they occur to them, and they should not worry about logic or importance. This part of the exercise should take not more than two or three minutes. After this is complete, I again ask the students to number from one to ten. At this time the students are asked to write ten answers to the statement/question "I am an old person. Who am I?" It is important to tell the students to just think of themselves at this age (old age) and answer as if they are giving the answers to themselves, not to anyone else. This too takes several minutes.

Next, you can either collect the students' responses and read them aloud to the class, or you can choose to call on individual students to share their responses. Either way, always read or solicit the first ten responses. They will typically be stereotypes in reference to either physical conditions (dependency, illness, slowness, false teeth), social conditions (isolation, retirement, nothing to do), or psychological conditions (senility, stubbornness, prejudice, being out of touch with reality).

The next step is to review the second set of responses. These responses will be much more positive, due to the fact that the students will perceive their personal life situation to be good when they are old. That is, they expect to be active, more wise, open to change, etc.

INTERPRETATION: At this point the class discussion can move on to a variety of gerontological issues. I prefer to discuss specific theories which explain the aging process. This is also an opportune time to discuss how some theories perpetuate stereotypes in our society. The issue of stratification and age inequality also flows nicely from this exercise.

POSSIBLE PITFALLS: There is the chance that the first couple of students you call on will have positive characterizations of the elderly. Do not panic. If you keep calling on students I guarantee the responses become very skewed toward the negative. Avoiding this pitfall by collecting and reading the responses does not allow for as much student involvement.

AS USED BY: Jeffrey Michael Clair, Department of Sociology
Louisiana State University, Baton Rouge, LA 70803

COURSE: Introductory Sociology

TECHNIQUE 2

CONCEPT AREA: Community, Social Systems, Functional Theory

TEACHING OBJECTIVE: To see your hometown through the concepts of a theoretical perspective.

REFERENCES: Roland L. Warren, 1978, The Community in America. Chicago: Rand McNally.

MATERIALS NEEDED: Worksheet similar to the one presented below.

ESTIMATED TIME: 50 minute class period.

PROCEDURE: In the first half of the period the students fill out the worksheets on their hometowns and then in the last half of the period we discuss similarities and differences about their communities.

INTERPRETATION: During the discussion, definitions in the theoretical perspective are clarified and misconceptions are corrected. Students also see the variation in communities based on such factors as population size, industry and business, age of residents (such as college town vs. retirement community) or specialized services (such as state government or county seat). The influence of other nearby communities or state and national ties is also explored in the discussion. The point is made how one aspect of community affects other aspects, and that communities do not operate in isolation.

POSSIBLE PITFALLS: Students may not be as well versed in Warren's perspective as they need to be, and the teacher should be prepared to answer questions during the worksheet stage of the exercise.

AS USED BY: Sue R. Crull, Department of Sociology and Anthropology
Iowa State University, Ames, Iowa 50011

COURSES: Community, Social Organization

Worksheet 1 Name____________________________

Community____________________ State______ Population Size______________________

A. Community Dimensions

1. Define local autonomy:

My community is Independent.___________________________.Dependent
Explain:

2. Define coincidence of service areas:

Areas Coincide.___________________________.Differ
Explain:

3. Define psychological identification with locality:

Identification is Strong.___________________________.Weak
Explain:

4. Define horizontal pattern:

My community is Strong.___________________________.Weak
Explain:

B. "How" and "Where" does your community meet the locality relevant functions?

1. P-D-C

2. Socialization

3. Social Control

4. Social Participation

5. Mutual Support

C. Briefly evaluate your community's vertical pattern.

TECHNIQUE 3

CONCEPT AREA: Content Analysis; Social class; Social Status

TEACHING OBJECTIVE: To provide a simple demonstration of content analysis and to engage students in defining and operationalizing a concept followed by application to readily available materials.

MATERIALS NEEDED: A set of weekly news magazines (e.g. Time, Newsweek, or U.S. News & World Report). Magazines from the same weeks in sufficient number that the class members can each have at least one of the two magazines.

ESTIMATED TIME: 50 minutes

PROCEDURE: In advance, have the students read assigned material on content analysis. You may wish to lecture on content analysis procedures in the previous class session with this exercise used as a follow-up illustration or demonstration in the next class session.

This exercise demonstrates quite simply and clearly the relationship between conceptualization and operationalization in research. Typically, I discuss the concept of social class, and we brainstorm on what some indicators are for this concept. Then I make the point that the mass media are aimed at a particular type of audience. That is, the publishers know generally who their readers are and what their social class and lifestyles are. Therefore, I present the class with the question of determining the social class background of the readers of two different news magazines based on a content analysis of their advertisements. I have used Newsweek and U.S. News & World Report because the differences can be readily identified.

After discussing the concept and possible indicators, I divide the class into two person teams and supply each team with at least one issue of each of the two magazines (preferably published in the same week). The team members are then asked to identify the advertisements in each magazine and to classify them according to their possible social class or social status association for the readers. A simple way is to examine automobile advertisements and to compare the relative costs of the cars advertised. For example, Chevrolets vs. Mercedes Benz. Depending on time, the procedures can be developed more rigorously such as problems of sampling content, coding of observations, and analysis of data.

INTERPRETATION: The results are fairly obvious. The students have no difficulty recognizing the status differences between the two publications. The technique provides a very quick and clear demonstration of how linkage can be made between an abstract concept such as social class or social status and materials which can be readily observed and analyzed in class. The technique provides a good example of an unobtrusive data gathering technique. As with any simple nominal or ordinal measurement, the extremes are easy to determine whereas the middle range of social status may be more difficult to identify. For example, U.S. News carries ads which are obviously focused on persons with higher incomes than those of Newsweek, but there can also be some degree of overlap.

POSSIBLE PITFALLS: The main difficulties relate to the amount of advance preparation you give the class, and how rigorously you define the exercise. Obviously, the students need more preparation for more rigorous procedures. On the other hand, the students can discuss the various alternatives and decisions that need to be made to develop more rigorous procedures for the study.

AS USED BY: William T. Clute, Department of Sociology and Anthropology
University of Nebraska at Omaha, NE 68182-0291

COURSES: Research Methods

TECHNIQUE 4

CONCEPT AREA: Content Analysis and the Use of Secondary Data (Also Reliability, Changing Roles, Family)

TEACHING OBJECTIVE: To provide students with an experience in using content analysis as a technique for examining secondary data. Also to demonstrate the problem of reliability in content analysis.

MATERIALS NEEDED: (1) Instructions for performing content analysis (attached); (2) Summary chart to record findings (attached); and (3) Copies of *Life* and *Post* magazines for the years 1963, 1966, 1969, 1972.

PROCEDURE: The methods course in which this technique is used is organized into four units dealing with the four basic forms of research design, i.e., case study, experiment, survey, and secondary data. The following classroom activity has proved to be a successful means of helping students learn to do content analysis of pictures portraying possible marriage-family relationships in *Life* and *Post* magazines over a 10-year period. The findings show pronounced differences between magazines as well as within each magazine over the period from 1963-1972 (or any other time period).

I begin by posing the following general question to the class as a potential research problem: "Are public orientations toward the family changing in American society?". With the class, I then explore ways in which this could be narrowed down to a specific research problem for study. Discussion typically moves in the direction of women's liberation, careers for women, and declining interest in raising children. After a few minutes of exploration, I propose the following: "Has the emphasis on family life been changing in popular magazines during the past 10 years?" We then move to the problem of developing some testable hypotheses. After discussing several possibilities, two specific ones are singled out for study: (1) The use of parent-child relationships in popular magazines has decreased in frequency during the past 10 years; (2) The use of man-woman relationships without children in popular magazines has increased in frequency during the past 10 years. At this point I suggest that operational measures might focus on a variety of content such as pictures, stories, articles, cartoons, etc. Also several questions of sampling need to be resolved, i.e., what magazines, how many issues, what content. I then explain that to simplify matters, I have developed some operational definitions focusing on pictures, and have selected some back issues of *Life* and *Post* magazines so they can do a content analysis in class.

To initiate the activity, students are divided into pairs, and copies of the two magazines are passed out to every other student. Three copies of the "Instructions for Performing Content Analysis" are also given to each two-person team. The instructions are briefly explained and students are told to trade magazines with other teams, until each team has analyzed three magazines. I also stress the importance of recording the magazine title, month, and year on each instruction sheet.

While students are analyzing the magazines, I write the attached Summary Sheet on the blackboard, go around the room collecting completed sheets, and tabulate them on the board. The remainder of the class period is spent analyzing the results in terms of change and reliability. Typically, both hypotheses are supported. In addition *Life* shows much more emphasis on children than *Post*. Discussion centers on problems in establishing causal order and reasons for differences in how identical magazines were analyzed.

POSSIBLE PITFALLS: Class discussion preceding the exercise must not be allowed to stray or bog down or you may run out of time before the exercise is completed.

AS USED BY: Reed Geertsen, Department of Sociology
Utah State University, Logan, Utah

COURSE: Research Methods

THE FAMILY IN POPULAR MAGAZINES

General Problem: Are public orientations toward the family changing in American society?

Specific Problem: Has the emphasis on family life been changing in popular magazines during the past 10 years?

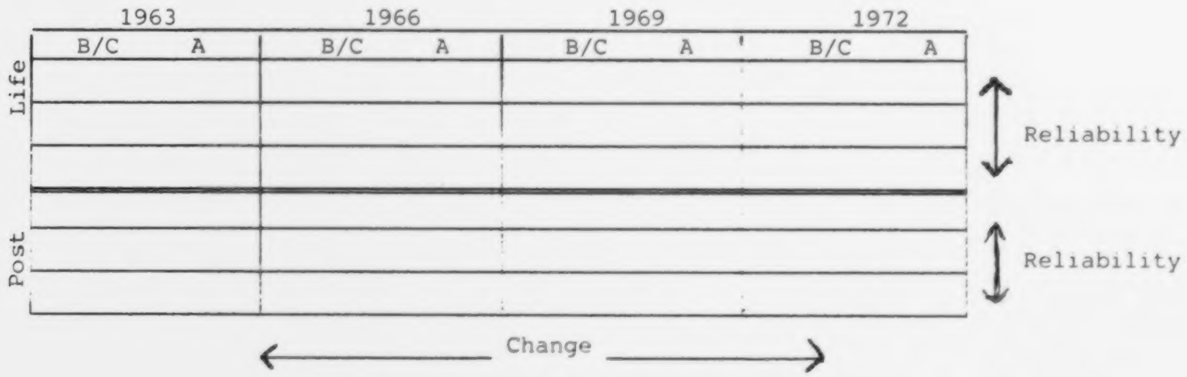
Hypotheses: (1) The use of parent-child relationships in popular magazines has decreased in frequency during the past 10 years.

(2) The use of man-woman relationships without children in popular magazines has increased during the past 10 years.

Possible Operational Measures: Pictures, stories, articles, cartoons, etc.

Sampling Questions: What magazines, how many issues, what content, etc.

SUMMARY CHART



INSTRUCTIONS FOR PERFORMING CONTENT ANALYSIS

Analyzers ______________________ Magazine ______________________
______________________ Month ______________________
______________________ Year ______________________

A. Total pages in magazine (count both sides of page including front and back cover--exclude foldouts) ______________

B. Number of pages with pictures portraying possible parent-child or family relationships (count once for several pictures on a page--exclude cartoons) ______________

C. Number of pages with pictures portraying man-woman relationship without children (count only once for several pictures on a page--exclude cartoons) ______________

TECHNIQUE 5

CONCEPT AREA: Culture, Sex Roles

TEACHING OBJECTIVE: To become aware of culture as we perceive it and construct it through communicable images and categories. This teaching technique provides an experience of the possibilities and limitations imposed by the availability of pre-existing images and categories. The produced poster appears shaped by those elements taken from the magazines. However, the original message coded in the "clipped" images is not preserved in the new creation. Clear parallels can be drawn here with culture as a process in which images and categories are made differentially available to social groups.

REFERENCES: Durkheim, Emile, The Division of Labor in Society. Preface to the First Edition and Chapter II "Mechanical Solidarity through Likeness". New York: The Free Press (1969);
- The Rules of Sociological Method. Chapter V "The Explanation of Social Facts". New York: The Free Press (1966);
- The Elementary Forms of Religious Life. "Conclusion". New York: The Free Press (1968);
Marx, Karl and Engels, Frederick, The German Ideology. Chapter I "Feuerbach. Opposition of the Materialistic and Idealistic Outlook". Moscow: Progress Publishers (1964);
Gerth, Hans and Mills, C. Wright, Character and Social Structure: The Psychology of Social Institutions. Chapter II, "Character and Social Structure" and Chapter XI, "Collective Behavior". New York: Harcourt Brace and World, Inc. (1963);
Levi-Strauss, Claude, The Savage Mind. Chapter I, "The Science of the Concrete". Chicago: The University of Chicago Press (1969).

MATERIALS NEEDED: Posterboards, glue sticks and scissors, one per 6-10 students. Popular magazines to be brought to class by the students. Thumb tacks or other material for hanging posters in the classroom.

ESTIMATED TIME: 45 to 55 minutes.

PROCEDURE: Students are asked in advance of the poster building session to bring in one or two magazines they are ready to discard. They are told that in the next class they will be placed into groups of six to eight students and that each group will compose a poster-collage similar to the ones they used to construct in elementary school.

It is useful to group students according to the magazine they bring in as a way to vary the pool of available images. For example, one group could be organized around Cosmopolitan and Vogue, a second centered around Playboy and Penthouse and a third might be grouped around Redbook, Good Housekeeping and Woman's Day. Work begins by handing out instructions to each student. The following is an example of such instructions.

Group Task
To Be a Man, To Be A Woman in America

1. Your task is to produce a collage-poster that communicates what it is like to be a man and what it is like to be a woman your age in America today. Imagine that you will be placing this poster in a time capsule to be opened some 1000 years from now. This poster is your opportunity to tell the students of the future about the students of today.
2. You must use only the visual elements available in the magazines that you bring in with you. This is not an unfair impediment since we are all limited in our expressions to those elements which our culture makes available to us.
3. The aim of this task is to make you aware of some of the implications of how our expression is limited--often actively shaped by--those "elements" which "society" makes available to us in our "culture," By "elements" we mean a vocabulary, a language, values, ideas, images, signs, symbols, and the like.
4. It is important to pay particular attention to the complexities involved in expressing yourself within a group and with a group.
5. You will need to submit individual essays on what this experience has taught you about the concept of... (culture, subculture, conscience collective, class consciousness, and the like which are being learned in the course).

INTERPRETATION: The students' experience is best interpreted after the submission of individual essays. This allows for reflection on the part of students and instructor. Additionally, the instructor can organize the students' reactions and questions. The socratic method of instruction works very well here. One can start with questions such as:

- Do you think that these posters adequately "represent" what it is like to be a man and a woman your age? How so?
- Does the poster communicate your ideas and feelings? Is anything else being expressed? If so, what?

In the reference section above are a number of tests that represent different views for interpreting, independently or in combination, the poster-collage experience. Thus, one could apply the concept of conscience collective as proposed by Durkheim. One could also use Marx and Engels' idea that human beings in "developing their material production and their intercourse, alter, along with their real existence, their thinking and the products of their thinking." This idea is well complemented by Levi-Strauss' concept of myth as "second order signs" which can be used to interpret the collage as the invention of a new "myth" or "ideology" created by the group in response to the expressive task. Certainly, the experience can be interpreted in social psychological terms. The reference to Gerth and Mills illustrates a possible interpretation in these terms.

POSSIBLE PITFALLS: One of the pitfalls is in trying to squeeze out of it more than it may give. For example, once students and I got into a hairsplitting exercise of definition of terms; another time we feasted at the table of macrocosmic generalization. These pitfalls can be avoided by using the collage experience as a limited simulation which can be used as a metaphor for more complex ideas further on in the course.

AS USED BY: Hernan Vera, Department of Sociology
The University of Florida, Gainesville, Florida 32611

COURSES: Sociological Theory, Sociology of Knowledge, Introductory Sociology

TECHNIQUE 6

CONCEPT AREA: Culture (Symbols and Values)

TEACHING OBJECTIVE: To show that individuals are very much alike in the way they think, by demonstrating that people from similar cultural backgrounds will manifest patterns in their responses to certain symbolic stimuli.

REFERENCES: Enrichment materials for classroom discussion or lecture are available from: Peter L. Berger and Thomas Luckmann, The Social Construction of Reality: A Treatise in the Sociology of Knowledge (Garden City: Doubleday & Company, Inc., 1966), Chapter 1. Leslie A. White, The Science of Culture (New York City: Farrar, Straus and Giroux, 1970), Chapter 2.

MATERIALS NEEDED: No special materials are needed.

ESTIMATED TIME: 15 to 20 minutes.

PROCEDURE: Without telling the students the purpose for the exercise, I inform them that we are going to play a word association game and that when I give them a specific word, they are to respond by writing down the first word that comes to their mind. Without giving the students much time to think about what their answers will be, I then give them three or four words, viz., transportation, call, success and party. I then ask them how many responded "car" to the stimulus word "transportation". Without fail, the vast majority have done so. Likewise, the students typically write down "phone" in response to "call." "Money," "job" or "material objects" are listed as responses to "success." "Wine," "dancing," "fun" or "friends" are given as answers to "party", but never Democratic and Republican. In small classes the students write their responses on a piece of paper and we tabulate them in class. For larger classes however, I just have them raise their hand if they have written the words which I predicted.

INTERPRETATION: In the ensuing discussion, I point out that the student's patterns of responses were developed in the process of socialization within a shared cultural milieu. I then ask the students to imagine how difficult interaction with fellow beings might be, if they did not share common symbols and definitions about reality. Finally, I ask the class how they think different cultures might respond to the symbols which I have given to them.

POSSIBLE PITFALLS: This exercise is probably more suitable for classes with homogeneous cultural backgrounds. Some experimentation may be required in order to come up with a suitable set of symbols which bring about patterned responses.

AS USED BY: Jack L. Hickman, Department of Sociology
Cameron University, Lawton, OK 73505

COURSES: Introductory Sociology

TECHNIQUE 7

CONCEPT AREA: Development of Sociology and The Intellectual, Industrial and French Revolutions

TEACHING OBJECTIVE: (1) To capture the turmoil of the 18th and 19th centuries through paintings, (2) To give students a feeling of revolution and change that prompted a science of society, (3) To provide a background for Durkheim, Weber, Marx, Spencer, and others.

MATERIALS NEEDED: Slides of paintings, inventions, social philosophers of the 18th and 19th centures. For example:

1. The Limbourg Brothers, DaVinci, and Durer--to demonstrate that "science" first came to the natural and physical world.
2. Fragonard, Boucher, and Watteau--to illustrate "art-as-decoration," society as ideal.
3. Hoggarth and Greuze--in approaching the French Revolution, painting offered "social statements," morals.
4. David--as The painter of the French Revolution period, and influenced by Rousseau (a social contract theorist) uses classical style and setting to offer "man and society" statements.
5. Gros--the painter of Napoleon; the less fortunate of the world (France) are recognized by Napoleon; social reform in process.
6. Gericault, Goya, Turner, Daumier, and Courbet--romanticism develops realism; subjects reflect reality.
7. Industrial Revolution--the steam engine, railroad, influence movement of population (urbanization), as well as change from cottage industry to mass production.
8. Early photography--Steiglitz and Hine document immigration to U.S.; to present an atmosphere of poverty and high density.

PROCEDURE: The first chapter of the text used in my course deals with the background and development of sociology as a science and as a perspective on society. I introduce this material by showing the above slides as I lead the class in a discussion on the turmoil of the 18th and 19th centuries as a time of social revolution. I do not darken the room completely so students can take notes and so I can see hands raised to ask questions! I have found that the art slides are generally so full of interpretation that students really get involved. As a result the instructor must keep students on the theme. One advantage I have found in using this technique is that one or two slides can really get a discussion going, whereas oftentimes a film must run its course before a statement can be made or student questions identified.

The use of fine art slides is limitless to depict "concepts" in sociology, i.e., Alienation--Giacometti, Hopper; Women's Roles--just about anything!

AS USED BY: Robert F. Lovely, Department of Sociology and Anthropology
Indiana University Northwest, Gary, Indiana

COURSE: Introductory Sociology

EDITOR'S NOTE: As sources of art slides, try state and local audio-visual departments, university fine arts departments, and major art institutes and museums. You may be happily surprised by the collection at your very own school!

TECHNIQUE 8

CONCEPT AREA: Deviance, Labelling

TEACHING OBJECTIVE: 1. To enliven the dry and dusty theoretical concepts of deviance with blood and bone appearances of persons called "deviant."

2. To enable the student to encounter the reality of a "deviant" in a setting that is conducive to mutual professional exchange of information.
3. To demonstrate the many varied ways that the deviant can appear in modern society.
4. To develop a heightened awareness of the complexity of the concept of deviance as it appears in human lives.

REFERENCES: Bynum, Jack E. Teaching Undergraduate Sociology. Teaching Sociology. Vol. 10, No. 1, pg. 51, October, 1982.

MATERIALS NEEDED: Access to (a) individuals who are comfortable in discussing their lives or work which society might label as "deviant"; or (b) actors/actresses who will demonstrate or "live" the deviant label.

ESTIMATED TIME: One hour.

PROCEDURE: Appearances are made in class by persons who have actually and literally participated in a form of deviant behavior such as a madam from a massage parlor or a convicted abortionist. Others have suffered the negative social label or stigma associated with being physically or ideologically different or deviant, such as a family of dwarfs or members of a hippie commune. Still other classroom intruders are actors, with authentic costumes and speeches, impersonating famous deviants from history such as Adolph Hitler or Patrick Henry.

A basic requirement for using this teaching technique is an extensive network of contacts within the community who can link the instructor to the person/persons needed to exemplify or portray the deviant role and/or lifestyle.

In setting up the apparition, the instructor clearly defines the expected role and information that must be communicated by the guest. Guests are told what the class is about and that class members will present questions as appropriate. Students are prepared for the various guests through instructor lectures and assigned readings on substantive content that are carefully keyed to the various types and theoretical perspectives of deviance, e.g., material on biological determinism preceded the appearance of the dwarf family and the cultural and social circumstances that were conducive to the emergence of an authoritarian, anti-semite dictator preceded the visit of Adolph Hitler to the classroom. By withholding from the class some information about exactly "who" would be visiting the class and exactly "what" kind of deviance would be exemplified, considerable interest and speculation arose among class members.

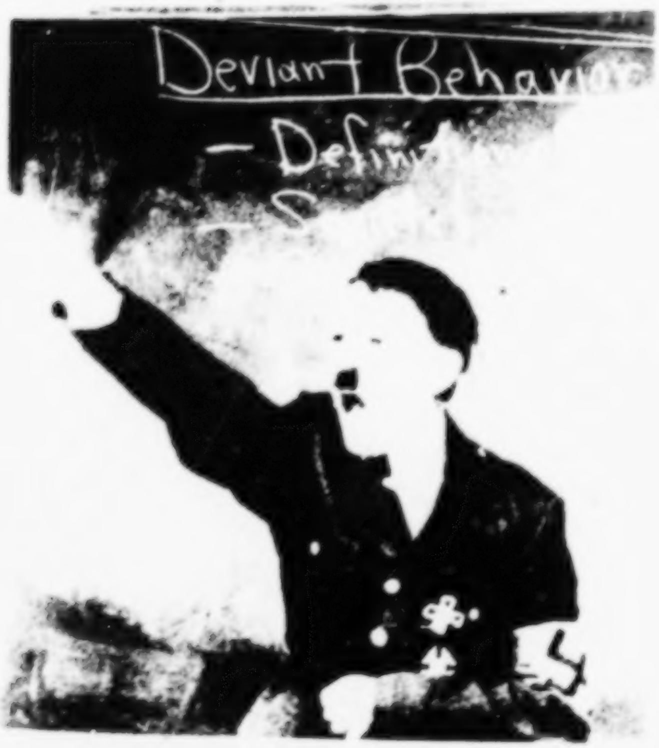
INTERPRETATION: Early in the semester, the instructor, both in the course syllabus, and orally, tells the class that "special guests" will appear from time to time and what is the educational rationale for such appearances. Moreover, students are notified that they are expected to demonstrate courtesy, even toward those whose behavior and/or ideology may be personally offensive. There was an ongoing concern that discussion questions be professionally and objectively presented, rather than adversarial.

POSSIBLE PITFALLS: The only drawback to the use of this teaching technique is the maturity level of the student in the class. For example, the presence of a homosexual clergyman might elicit hostility while the massage parlor madam could elicit adolescent snickering. The good news is that the great majority of the students are personally and positively responsive to the use of this technique.

AS USED BY: Dr. Jack Bynum, Department of Sociology
Oklahoma State University, Stillwater, OK 74078

John E. King, Department of Sociology
University of Arkansas, Fayetteville, AK 72701

COURSES: Deviant Behavior, Social Problems, and Minorities



TECHNIQUE 9

CONCEPT AREA: Deviance and the Seriousness of Criminal Behavior (Also Group Decision Making, Sampling Variation and Sampling Error)

TEACHING OBJECTIVE: To demonstrate some of the similarities which individuals have in their views towards deviant behavior, and to examine areas of consensus among group rankings and national sample rankings of the seriousness of various types of deviant behavior.

REFERENCES OR MATERIALS NEEDED: (1) The worksheet listing crimes and space for ranking (copy attached). This worksheet is adapted from Rossi, et al., "Seriousness of Crimes: Normative Structure and Individual Differences", American Sociological Review, Vol. 39 (April 1974), pp. 224-237. I selected 21 crimes from Rossi, et al.'s total of 140, then added "cross-dressing" since a case of male transvestism had been in the news in Chicago. The instructor may select a variety of crimes, or isolate one specific area, or simply use the ones I selected. (2) Blackboard to list each group's rankings and the national sample ranking.

PROCEDURE: (1) While handing out the worksheets, I ask students to read through the list of 22 crimes and rank each according to "their perception of its seriousness" in contemporary American society in the "individual ranking" column by placing the letter of the "most serious" crime next to #1, etc. (15 minutes).

(2) I break the class into groups of 5-6 and assign each group a number. I then ask them to decide on a set of rankings for their group (25 minutes). While they are deliberating, I list each group's number and the list of crimes on the blackboard as follows:

Crime Ranking		Group #1	Group #2	Group #3 etc.
(most serious)	1			
	2			
	3			
	.			
	.			
	.			
	20			
	21			
(least serious)	22			

Prior to class I record the "National Sample Ranking" behind a map or screen so the rankings are hidden from their view.

(3) Each group presents their rankings, which I write on the board. I ask each group to describe how they decided on selections, their considerations of seriousness, and any conflicts experienced within the group (15 minutes).

(4) I then reveal the rankings from a national sample and compare it with each group's rankings. We discuss the patterns of responses (violent, person, victimless, property, white collar crime, etc.) and their relative ranks in terms of consensus in society (20 minutes).

POSSIBLE PITFALLS: Scheduling time is very important, for without limits, group discussion would continue through the period. If groups appear slow in deciding ranks, I instruct them to discuss only the five or six "most serious" and the five or six "least serious"; then, these rankings are compared with the national sample.

AS USED BY: Robert F. Lovely, Department of Sociology and Anthropology
Indiana University Northwest, Gary, Indiana

COURSES: Social Problems, Research Methods/Statistics

NOTE: In the research methods course, I take a close look at individual and group rankings compared to the national rankings and use this for discussion on "sampling variation" and the "effects of averaging." I often notice distinct patterns in different types of groups--all female groups tend to rank rape as more serious; older groups tend to rank sex offenses as more serious. This is very helpful for presentation of sampling variation and sampling error for advanced students.

KEY: NATIONAL SAMPLE RANKINGS

(most serious) 1. L
2. O
3. T
4. J
5. U
6. S
7. B
8. K
9. C
10. Q
11. I
12. R
13. P
14. F
15. A
16. G
17. V
18. E
19. H
20. N
21. D
(least serious) 22. M (not in Rossi's sample)

Adapted from Peter Rossi, et al., "Seriousness of Crimes: Normative Structure and Individual Differences," American Sociological Review, Vol 39 (April, 1974), pp. 224-237.

TECHNIQUE 10

CONCEPT AREA: Deviance, Moral Indignation, and Public Policy

TEACHING OBJECTIVE: To illustrate (1) the subjective nature of our personal perceptions and assessments of "deviant" acts and their seriousness; (2) the normative violations that evoke the strongest negative reactions and "sanctions;" (3) those acts that appear to be at the boundaries of "deviance;" and (4) cultural lags which may exist between public perceptions of deviance and official public policy.

REFERENCES: A.M. Rose and A.E. Prell, "Does the Punishment Fit the Crime? A Study in Social Valuation," American Journal of Sociology, 61 (1955):247-259.
T. Sellin and M.E. Wolfgang, The Measurement of Delinquency (Wiley, 1964).
C.H. Coombs, "Thurstone's Measurement of Social Values Revisited Forty Years Later," Journal of Personality and Social Psychology, 6 (1967):85-91.
D.C. Gibbons and J.F. Jones, The Study of Deviance (Prentice-Hall, 1975:68-81).
C.L. Boydell and C.F. Grindstaff, "Public Opinion toward Legal Sanctions for Crimes of Violence," Journal of Criminal Law and Criminology, 65 (1974):113-116.
G. Newman, Comparative Deviance: Perception and Law in Six Cultures (Elsevier, 1976).
M.E. Scott and F. Al-Thakeb, "The Public's Perception of Crime: Scandinavia, Western Europe, the Middle East, and the United States," pp. 78-88 in C.R. Huff (ed.), Contemporary Corrections: Social Control and Conflict (Sage Publications, 1976).

MATERIALS NEEDED: Index cards (1 set for each student, as explained below).

ESTIMATED TIME: 20-30 minutes in each of two consecutive class sessions.

PROCEDURE: This technique introduces students to the sociology of deviance and public attitudes toward crime and deviance. It is best employed early in the course.

(1) The instructor prepares index cards with brief descriptions of acts that may be considered deviant, ranging from items such as "intentionally murdering a child" or "selling nuclear secrets to a hostile nation" (elicit severe sanctions) to items such as "making a 'pirate' copy of a disk containing copyrighted computer software" or "jaywalking while in a hurry to make an appointment" (elicit no sanctions or mild sanctions). Between these polarities, the instructor inserts some contemporary examples of acts that are that the boundaries of rule definition and maintenance and for which the sanctions are most unclear (examples: "unintentionally polluting the environment, thus accidentally causing death by cancer"; "accessing a computerized database out of curiosity and unintentionally altering or erasing someone else's data").

(2) A full set of these cards is distributed to each student.

(3) The students are asked to arrange the cards in descending order of seriousness (violation of norms).

(4) The instructor writes on the board (or distributes) the following scale of "punishment" (0 = no punishment; 1 = social disapproval only; 2 = small criminal fine; 3 = large criminal fine; 4 = probation or suspended sentence; 5 = short jail sentence (<6 months); 6 = lengthy jail sentence (6 months-1 year); 7 = short prison sentence (1-3 years); 8 = moderate prison sentence (3-5 years); 9 = lengthy prison sentence (>5 years, but less than life); 10 = life imprisonment; and 11 = execution.)

(5) Using the above scale, the students assign a "punishment value" ranging from 1-11 for each of the "deviant" acts by writing that number on the respective index card.

(6) The instructor collects and analyzes these data, utilizing them as the basis for class discussion during the next class session.

INTERPRETATION: The severity of the suggested sanction is a proxy for the degree of "moral indignation" felt by the respondent. This permits a rank-ordering of the perceived seriousness of each act. There is typically great consensus that clearcut, serious normative violations, such as intentional murder, deserve the most severe sanctions. Likewise, there is typically strong consensus that minor transgressions, such as jaywalking, deserve only minor, if any, sanctions. The acts that fall between these polar anchorpoints are generally reflective of society's changing values; differences in religious, ethical, and moral beliefs in a pluralistic society; and new forms of "deviance" emanating from changing technology and other factors. Finally, this exercise leads nicely into a discussion of what influenced each student's perception of seriousness; what constitute appropriate public policy responses; the "cultural lag" that often exists between formal law and social norms; and how certain contemporary problems (such as white collar and corporate crime and the haphazard disposal of hazardous wastes) should be addressed.

POSSIBLE PITFALLS: None.

AS USED BY: C. Ronald Huff, Associate Professor, Public Administration and Sociology
Ohio State University, Columbus, Ohio 43210

COURSES: Deviance, Social Problems, Criminology and Delinquency, Sociology of Law, Social Policy

TECHNIQUE 11

CONCEPT AREA: Education as an Institution, Power and Decision Making in Schools, Group Processes.

TEACHING OBJECTIVE: To involve students in roles of community members as they interact on a controversial issue. Points up nature of decision making and group processes on issues such as busing, sex education, or testing in schools.

REFERENCES:

Busing: Coleman, James S., et al. *Equality of Educational Opportunity*, U.S. Department of HEW, Office of Education, Washington: CC, 1966.
Jencks, Christopher, et al., *Inequality*, NY: Basic, 1972.
Rist, Ray, *Desegregating Schools: Appraisal of an American Experiment*.
Admissions: Bailey, Robert L., *Minority Admissions*, Lexington, Mass: D.C. Heath, 1978, pp. 38-39.
Testing: *Psychology Today*, September 1979, issue on testing and IQ.
General: Ballantine, Jeanne, *Sociology of Education*, Englewood Cliffs: Prentice Hall, 1983.
Levine, Daniel U. and Robert J. Havighurst, *Society and Education*, Boston: Allyn and Bacon, 1984.

MATERIALS NEEDED: 5 moveable chairs; file cards.

ESTIMATED TIME: 45 minutes or one class period.

PROCEDURE: Setting: a board of education meeting on an issue of concern to community members (e.g. competency testing of teachers, achievement testing of students, affirmative action, white flight, busing, sex and drug education).

"Actors": President of the board to act as neutral moderator, members of the board representing pre-assigned positions on issue.

Community members: Divide class into small groups to prepare for defending their point of view.

Requirements: Can be done in conjunction with readings on a certain issue and theoretical perspectives which help explain the issue.

Explanation to class: From your readings on topic and knowledge of related theory and research, discuss arguments to support your (pre-assigned) position. The board president will act as moderator, the board members will make brief opening position statements, and the president will recognize members of the community for discussion.

Specific example: Competency testing of teachers (or student achievement tests)
Positions: School Board President - moderator
Racially mixed group favoring testing
Whites for and against testing
Blacks for and against testing
Students read articles or talk to community residents to obtain viewpoints on the issue and to develop their groups' positions.
Assignments should be made in advance.

INTERPRETATION: Following the discussion when most points seem to have been made, a post-mortem discussion is useful on why these positions are held firmly and create controversy. Students can be required to do a follow-up paper or analysis in an essay question on an exam.

POSSIBLE PITFALLS: Debate may run down if students aren't prepared for their roles. Therefore, it is best to assign these ahead. Assign students to groups randomly. Allow sufficient time for a postmortem, focusing on purposes for which you are using the project - i.e. to learn about positions on an issue; to understand theoretical assumptions underlying arguments; to analyze group processes.

AS USED BY: Jeanne Ballantine, Department of Sociology
Wright State University, Dayton, Ohio 45435

COURSES: Introductory Sociology - Institution of Education; Sociology of Education, Stratification, Organizations and Groups.

TECHNIQUE 12

CONCEPT AREA: Education vs. Propaganda

TEACHING OBJECTIVE: To assist students in distinguishing between these two.

REFERENCES: This idea was first suggested to me by George E. Simpson and J. Milton Yinger, Racial and Cultural Minorities (New York: Harper, 1958): esp. pp. 735-6. Classical references include: Darrell Huff How to Lie with Statistics (New York: Notron, 1974) and Alfred McClung Lee, "The Analysis of Propaganda: A Classical Summary," American Journal of Sociology, Vol. 51 (1945-46): 126-35. See especially, Paul B. Horton and Gerald R. Leslie, The Sociology of Social Problems sixth edition, Engelewood Cliffs, MJ: Prentice-Hall, 1978.

MATERIALS NEEDED: For classroom, only a pencil and paper and a blackboard; it can also be used as an applied take-home assignment, with material for analysis.

ESTIMATED TIME: 45-75 minutes.

PROCEDURE: Begin by asking your students to write two definitions, one for education and one for propaganda. Tell them in advance that their objective will be to distinguish one from the other (10 minutes).

Invite them to discuss their thoughts openly, and identify on the blackboard key components of their offerings. Allow about fifteen minutes for this phase.

Advise the class that one way of approaching this issue is to think not so much in terms of an "either/or" dichotomy but in terms of a continuum (Simpson and Yinger: 736).

Propaganda ⟵——————————————⟶ Education

By doing this, we can examine particular dimensions which will help us decide whether certain material or presentations are more in one direction or the other. Identify at least these six criteria, noting that there will be overlapping with the blackboard list:

1. The degree to which the controversial nature of a topic is recognized or disguised.
2. The degree to which an objective stance, in contrast to emotional appeals, is used.
3. The degree to which relevant facts and evidence are employed.
4. The degree to which sources are identified to provide listener or reader verifiability.
5. The degree to which the motives of the person seeking influence are revealed or hidden.
6. The degree to which propaganda "tricks of the trade" are avoided or utilized. (For example, Lee discusses such devices as "name-calling," "glittering generalities," and "card stacking," among others.)

If you wish, you can place each of the above dimensions on a numerical scale. For example:

Hidden, disguised, or falsified ←——————————→ Clearly identified for verifiability
Sources
0 1 2 3 4 5 6

Utilizing the six dimensions above, one could conceive of a range from zero to 36 points: the higher the total, the closer the presenter is to the educational ideal; the lower the score, the closer the presenter to the propagandist image.

INTERPRETATION: This leads to a useful definition of education as the handling of controversial (noncontroversial) material by recognizing the nature and scope of various viewpoints, by employing an objective approach utilizing as much relevant data as feasible, and by explicitly noting the sources and motives of the teacher who shuns the usage of misleading techniques. Propaganda can be defined in opposite terms.

As these polar points approach ideal types, few empirical acts will be "pure" in their composition. This is important, because few of us as classroom teachers would be "perfect" day after day during a full semester. In particular, educators may be emotionally or ideologically involved with such topics as drug abuse, the equal rights amendment, racism, capital punishment, or a favorite sociological theory.

If time permits, it is also worthwhile asking where other roles might fall along your hypothetical continuum. Try these: politician, used car salesman, or a coach recruiting football players for your university.

POSSIBLE PITFALLS: None encountered.

AS USED BY: Joseph W. Rogers, Department of Sociology and Anthropology,
New Mexico State University, Las Cruces, New Mexico 88003

COURSES: Introductory Sociology, Social Problems, Mass Communications, or Sociology or Education

TECHNIQUE 13

CONCEPT AREA: Emerging Norms and Family Roles, Values Clarification

TEACHING OBJECTIVE: To allow students the experience of trying to establish rules for areas that represent unknowns in society at present, to clarify family roles.

REFERENCES: It is good to scan references for actual cases and have these on hand in case people think this project is too fictional.

MATERIALS NEEDED: No additional materials are needed. However, newspaper clippings or magazine articles dealing with actual cases of surrogate motherhood and artificial insemination may be helpful.

ESTIMATED TIME: One class period.

PROCEDURE: This can be presented to a class ranging from 6 to 40 students. A larger group which can be subdivided to several groups of 5 or 6 students per subgroup is preferable. Since there are three problems to be dealt with, having enough students to work in separate groups for the three problems allows for a broader range of sharing at the end of the exercise. But a minimum group of six students could work on one problem and derive some benefit from it.

I prefer to start with an orientation for the whole class. It goes something like this:

The problems we will deal with concern emerging norms--rules that are not crystallized with regard to the family. We will be looking at the implications in the long-range and short-range of the decisions we will make. This is a new area, but an area already involving human experimentation in marriage and family living. While we might not choose to be in these situations, some people already are (here is where it's good to have some newspaper or magazine clippings on surrogate motherhood or artificial insemination handy in case some doubt this statement). Sociologists who deal with norms can offer some guidelines from the viewpoint of society's need for rules and guidelines in unfamiliar situations.

Next, divide the class into groups with about 5-6 people each. There are three problems written down on separate sheets. Depending on the number of groups several groups will be working on the problem. Ask each group to read the problem and discuss it. Let there be a spokesperson for each group to share their findings with the class later.

The problems written on sheets of paper read as follows:

EMERGING NORMS-A

> Martha is married and has had a hysterectomy. Childless and unable to bear children she asks her good friend Suzi to be artificially inseminated from the sperm of Dave (Martha's husband). Suzi agreed to become a surrogate Mother and bear the child. As the child is born, Suzi who is also childless and married, becomes attached to it. She does not want to give it over to Martha. Who is the mother? Taking this case as a starting point, define the rules and norms of motherhood.

EMERGING NORMS-B

Phil was conceived through artificial insemination. He knows that his biological father was a medical student at a State University. But this sperm donor was anonymous. Phil contends that this anonymity should be illegal and that he has a right to know who his biological father is. Establish the norms and roles for parents and offspring in cases of artificial insemination.

EMERGING NORMS-C

Donna is angry. Because she is single she is rejected for artificial insemination. Actually, she was divorced 10 years ago, but wants to become a mother. She says the clinic discriminates against her. What should the appropriate norms and roles be for artificial insemination recipients?

I have tried this out with several classes of students as well as a group of educators. Most groups will discuss these problems with interest. Occasionally there are one or two individuals who think the project is "too far out" or not relevant. I like to approach them with a xeroxed newspaper or magazine article dealing with artificial insemination or surrogate motherhood (the indexes on newspapers, periodical literature, social science journals can be consulted if needed for these). A glance at documented cases is enough to convince the skeptics and they will start to get involved too.

Discussion time can vary from 25 to 40 minutes: Problem A tends to have more ramifications and groups tend to go longer with this. But in order to get everyone to close at the same time I'll tell them when they have 10 minutes more to discuss and to be ready to share with the class after that.

I tell them to stop discussing when the time is up. A spokesperson for each group shares the group's findings including points on which group members disagreed. A round of sharing for five groups will take around 20 minutes. One or two groups may only need 7 to 15 minutes. One should adapt the exercise to the size of class and class period.

POSSIBLE PITFALLS: None.

AS USED BY: Richard Hurzeler, Sociology
Stephen F. Austin State University, Nacogdoches, TX 75962

COURSES: Marriage and the Family, Introduction to Sociology

TECHNIQUE 14

CONCEPT AREA: Ethnocentrism, Culture

TEACHING OBJECTIVE:
1. To demonstrate to students that our reactions to other cultures are often (literally) visceral and not necessarily rational.
2. To stimulate discussion concerning why food prejudices are deeply held and often become the basis for stereotyping others (e.g., "Fish-eaters").
3. To discuss the diffusion of types of foods as an example of cultural borrowing, and of the diversity of foods within the U.S. as an example of pluralism.
4. (In the demography course) To stimulate discussion of the appropriateness of some types of food aid distributed to developing countries (e.g., the distribution of nonfat dry milk to lactose-intolerant populations).

REFERENCES: Pastora San Juan Cafferty, Barry R. Chiswick, Andrew M. Greeley, and Teresa A. Sullivan. The Dilemma of American Immigration: Beyond the Golden Door. New Brunswick, NJ: Transaction Books, 1983. Chapters 4, 5, 6. Stanley Lieberson. A Piece of the Pie. Berkeley: University of California Press, 1980. Chapter 2.

MATERIALS NEEDED: Serving tray; paper plates; wooden toothpicks; disposable forks or spoons; paper napkins; serving plates; assorted foreign foods for sampling. I usually use one tin of brood of baby eels; one tin of smoked octopus tentacles; one jar of pickled baby corn; sliced starfruit. The canned goods are available in the gourmet section of supermarkets, and the starfruit from the produce section. If the tray is passed among the entire class and the class is large, it may be necessary to purchase more than one of each item--but even in a class of 200, I have never run out of food!

ESTIMATED TIME: 15-60 minutes, depending on the length of discussion desired.

PROCEDURE: After defining the terms ethnocentrism, xenophobia, and cultural relativity, I tell the class that we will discuss food as an example of something that every society needs but about which there is wide cultural variation. Native-born Americans originally reacted strongly to the foods that the European immigrants brought with them. Pasta, bagels, and tacos are examples of foods that are now readily incorporated into everyone's diet, regardless of ethnic origin. Even the public school, whose menus represent a sort of least common denominator of community acceptability, readily include such ethnic fare as tacos, spaghetti, and eggrolls. We discuss the difference between cultural borrowing of food habits through trade (e.g., the European adoption of coffee, chocolate, and potatoes from the New World), and cultural borrowing through group contact (as when Americans are introduced to new foods by successive waves of immigrants).

I then present the class with a list of food items that have recently become popular but have origins in another culture. I ask for a show of hands on each as to whether students have tried the food and have liked the food. Some items on my list are pita bread; yogurt; tofu; fajitas. Teachers in other parts of the country might use items that are locally popular, such as sushi or sashimi. I usually ask a few students who haven't liked the food why not, and ask some who did like the food why they did.

Next, I note that all the talk about food has made me hungry and ask if anyone in class is ready for a snack. Nearly everyone agrees. My teaching assistant has been waiting with an attractively prepared tray of pickled baby corn, brood of baby eels, smoked octopus, and so on. Depending on the size of the class, I may pass the tray, inviting them to sample the food, or I may randomly select a few students to come to the front of the class to try my "snack". I make no reference as to what the food is, but the first question asked is always, "What IS it?" I reply, "Try it and see if you like it." If the student still presses me for the name of the food, I often note what it resembles. For example, with the baby eels I might say, "Well, this looks like spaghetti. Do you like spaghetti? It does have eyes, however, which is unlike spaghetti." Some adventurous students will eventually try something (usually the fruit or the corn); most will not.

INTERPRETATION: I discuss with the students why they felt so reluctant to try the new foods. They usually reply that they don't like to eat strange things, or that they prefer familiar foods. Then I steer the discussion around to the topic of ethnocentrism. Many of us, although we think we are not ethnocentric and accept other cultures, find that we have obstacles to acceptance. We usually discuss why these obstacles are greater for meat or fish items than for fruits or vegetables. The students usually express the notion that their food preferences are very "deep-seated" relative to their knowledge of other cultures.

In my population courses, I often ask how people in other countries must feel when they receive unidentifiable tins of food from us, or receive milk in a culture that feeds milk only to babies.

We also discuss how negative stereotypes of people are built from the ethnocentrism of others, including the rejection of food habits. Thus, Catholics have been called "fish-eaters," the Chinese have been called "dog-eaters," the Mexicans are sometimes called "bean-eaters," and the Japanese are stereotyped as eaters of raw fish.

POSSIBLE PITFALLS: I never force students to taste anything, and always assure them that this is just a fun part of the course and they do not have to participate. I usually mention that if they have food allergies, perhaps they should not participate. I am always asked if I would eat the foods, and I always do.

AS USED BY: Teresa A. Sullivan, Department of Sociology
The University of Texas at Austin

COURSES: Introductory Sociology, Population and Society, (possibly) Race and Ethnic Relations

TECHNIQUE 15

CONCEPT AREA: Ethnocentrism and Cultural Relativity

TEACHING OBJECTIVE: To highlight the ideas and ethnocentrism and cultural relativity by showing that we can look sideways at our own society if it is described in unfamiliar terms. To open the way for future discussions of "loaded" descriptions and their dangers.

REFERENCES AND MATERIALS NEEDED: (1) A colleague or drama student unknown to your class. (2) A copy of Horace Miner, "Body Ritual Among the Nacirema," American Anthropologist, Vol. 58 (1956), pp. 503-507.

PROCEDURE: I begin with a white lie by telling the class we have as a guest speaker an anthropologist who is going to describe an unusual culture which he visited several years ago. I ask the class to listen to the description and tell them we will discuss pertinent parts later and vote on where the culture is located and how and why its cultural patterns have developed as they have. The guest speaker then reads or ad libs the Miner article. This article is an artistic portrayal of the American culture as it might appear from the eyes of an anthropologist visiting our society for the first time. I then ask how many in the class feel the culture described is located in Asia, Africa, South America, Australia, etc. Many have figured out that the culture discussed is ours and I allow them to help me go back over and explain what the various "shrines" and rituals actually are.

Next we discuss the Malinowski quote at the end of the article concerning ethnocentrism and cultural relativity. I also tell the following riddle to further illustrate the way we are influenced to think in terms of our own culture:

> A father and son are in a terrible accident and the father is killed and the son is rushed to the hospital and prepared for surgery. The doctor comes in, looks down at the boy on the operating table and exclaims: "Oh, God, I can't operate, that's my son!"

Students are asked to explain why the doctor says this; many students know the riddle, but I point out that in the Soviet Union where a majority of surgeons are women it would not even be a riddle. We again discuss the influence of our own culture on the way we think and perceive.

APPLICATIONS: In addition to illustrating ethnocentrism and cultural relativity, this exercise can lead to many discussions on a wide range of topics, such as dangers in participant observation or value-laden reporting, criticisms and disagreements in anthropology, discussions of our own culture.

POSSIBLE PITFALLS: This works best with a large lecture where those who catch on do not tell everyone else. Certain parts of the article, such as chopping down the cherry tree and the Potomac River, are dead giveaways and perhaps should be deleted. I always leave out the description of the location.

AS USED BY: Sharon E. Baxter, Department of Sociology
University of Maryland, College Park, MD

COURSE: Introductory Sociology

EDITOR'S NOTE: In sociology of religion courses a similar effect can be obtained by excerpting Bromley and Shupe, "The Tnevnoc Cult", Sociological Analysis 40 (1979).

TECHNIQUE 16

CONCEPT AREA: Founding Fathers of Sociology

TEACHING OBJECTIVE: To help students see that the early masters of sociology were real people with real passions who often led interesting and complicated lives.

MATERIALS NEEDED: The attached handout which includes (1) a list of 12 theorists, (2) "one liner" biographical glimpses, (3) one "touchstone" quotation from each theorist, and (4) a space for identifying each theorist's picture (pictures of all twelve theorists can be easily obtained from Coser's Masters of Sociological Thought).

REFERENCES: The factual material for this exercise was taken from Lewis A. Coser, Masters of Sociological Thought (New York: Harcourt, Brace, Jovanovich, 1971). Sources for quotations are given at the end of the handout.

PROCEDURE: I hand out the attached exercise on the first day of class. This exercise asks students to try matching twelve theorists with numbers corresponding to their pictures, key quotations, and short biographical descriptions. I explain that some of the people and ideas may be familiar and some may not be. I also indicate that the assignment will be given again later in the term as an informal review for one or more of the regular exams. I then pass out a set of pictures to every other student and suggest that they work in pairs. This helps to get students acquainted and increases the enjoyment of the exercise.

After 10-15 minutes of work, I go through the exercise asking for answers from students whenever possible. From there I go to a more conventional introduction of myself, distribution of syllabus, outlining objectives and procedures, and responding to questions about the course. At the close, I ask them to keep the exercise and to use it in later reviews. I emphasize that although the ideas are more important than the names and the faces, the development of sociological theory is still going on, and these people have had a lot to do with it. Therefore, we'll be learning, at least part of the time, how their lives and times affected their ideas, as well as how their ideas have influenced this field, and the world.

POSSIBLE PITFALLS: Selection of "colorful" incidents from the lives of the theorists focuses attention on the unusual; however, the success of the exercise in humanizing what some students fear is going to be a "dry and difficult" course outweighs this potential hazard.

AS USED BY: Dick Colvard, Department of Sociology
Southern Oregon State College, Ashland, Oregon

COURSE: History of Sociological Theory

EXERCISE KEY:

Name	Quotation	Sketch	Name	Quotation	Sketch
Comte	8	7	Simmel	4	5
Marx	9	3	Mead	11	10
Spencer	7	6	Weber	12	4
Pareto	2	11	Cooley	5	12
Veblen	1	9	Park	6	1
Durkheim	10	8	Mannheim	3	2

MATCHING EXERCISE

Instructions: Match the scholar with the appropriate picture, quotation and biographical glimpse.

	Scholar's Name	Quotation Number	Biographical Sketch No.	Picture Number
1.	Comte 1789-1857			
2.	Marx 1818-1883			
3.	Spencer 1820-1903			
4.	Pareto 1848-1923			
5.	Veblen 1857-1929			
6.	Durkheim 1858-1917			
7.	Simmel 1858-1918			
8.	Mead 1863-1931			
9.	Weber 1864-1920			
10.	Cooley 1864-1929			
11.	Park 1864-1944			
12.	Mannheim 1893-1947			

BIOGRAPHICAL SKETCHES

1. supported himself part of the time as a journalist

2. left Germany for England because of political unrest

3. left Europe for England because of political agitation

4. once threw his father out of the house for harassing his mother; suffered nervous breakdowns at intervals which affected his scholarly productivity

5. was widely admired by other scholars, but, being a Jew, was discriminated against and never got a major university appointment

6. never had much formal schooling; may have died a virgin

7. became in his later years something of a "mad prophet" of science (including especially sociology) as a new sort of secular religion

8. came from a long line of Jewish rabbis; was very influential in his nation's system of education--developing sort of a sociological "catechism"

9. grew up on a farm; was kicked out of several major universities where he was teaching--dismissed partly because of his "scandalous" love life

10. never published much of his thinking during his own lifetime; has had greatest influence since his death

11. was at one time hailed as a major scholar by a famous dictator

12. was extremely shy but also clever, e.g., he showed more shyness than he sometimes felt and was able to get out of a lot of university administrative work by seeming too shy and bumbling; this let him get more research done

Matching Quotations

1. "Institutions are products of the past process, are adapted to past circumstances, and are therefore never in full accord with the requirements of the present."

2. "In the beginning, military, religious, and commercial aristocracies and plutocracies... must have constituted part of the governing elite and sometimes made up the whole of it... (But) history is a graveyard of aristocracies.... They decay not in number only. They decay also in quality, in the sense that they lose their vigor, that there is a decline in the properties of the residues which enabled them to win their power and hold it."

3. "(No given individual) confronts the world and, in striving for the truth, constructs a world view out of his experience.... It is much more correct that knowledge is from the very beginning a cooperative process of group life, in which everyone unfolds his knowledge within a framework of a common fate, a common activity, and the overcoming of common difficulties."

4. "(Power) conceals an interaction, an exchange... which transforms the pure one-sidedness of superordination and subordination into a sociological form...."

5. "So strong is the individualist tradition in America and England that we hardly permit ourselves to aspire toward an ideal society directly, but think that we must approach it by some distributive formula, like... 'the greatest good of the greatest number.' Such formulas are unsatisfying to human nature... the ideal society must be an organic whole, capable of being conceived directly, and requiring to be so conceived if it is to lay hold upon our imagination."

6. "The principle of dominance operates in the human as well as in the plant and animal communities. The so-called natural or functional areas of a metropolitan community... owe their existence directly to the factor of dominance, and indirectly to competition."

7. "As society grows, its parts become unlike.... The unlike parts assume activities of unlike kinds. These activities are not simply different, but the differences are so related as to make one another possible. The reciprocal aid thus given causes mutual dependence of the parts. And the mutually dependent parts, living by and for one another, form an aggregate constituted on the same general principles as in an individual organism."

8. "In the final, the positive state, the mind has given over the vain search after Absolute notions, the origin and destination of the universe, and the causes of phenomena, and applies itself to a study of their laws--that is, their invariable relations of succession and resemblance."

9. "What else does the history of ideas prove, than that intellectual production changes its character as material production is changed? The ruling ideas of each age have ever been the ideas of its ruling class."

10. "A nation can be maintained only if between the state and the individual there is intercalated a whole series of secondary groups near enough to the individuals to attract them strongly into their spheres of action and drag them, in this way, into the general torrent of social life.... Occupational groups are suited to fill this role and that is their destiny."

11. "...The complex co-operative processes and activities and institutional functionings of organized human society are... possible only in so far as every individual involved in them... can take the general attitudes of all other such individuals with reference to these processes... activities and... functions, and to the organized social whole of experiential relations and interactions thereby constituted--and can direct his own behavior accordingly."

12. "The fate of our times is characterized by the rationalization and, above all, by the 'disenchantment' of the world."

Sources of Quotations

1. Thorstein Veblen, The Theory of the Leisure Class (New York: Modern Library, 1934), p. 191. Cited in Lewis A. Coser, Masters of Sociological Thought (New York: Harcourt Brace Jovanovich, 1977), p. 272.
2. Vilfredo Pareto, The Mind and Society, ed. Arthur Livingston, 4 vols. (New York: Harcourt Brace Jovanovich, 192=35), pp. 2052-2054. Cited in Coser, op. cit., p. 398.

3. Karl Mannheim, Ideology and Utopia (New York: Harcourt Brace Jovanovich, 1936), p. 26. Cited in Coser, op. cit., p. 429.

4. Georg Simmel, The Sociology of Georg Simmel, ed. and trans. by Kurt H. Wolff (New York: The Free Press, 1950), p. 186. Cited in Coser, op. cit., p. 185.

5. Charles Horton Cooley, Social Process (Carbondale: Southern Illinois University Press, 1966), p. 417. Cited in Coser, op. cit., p. p. 307.

6. Robert E. Park, Human Communities (New York: The Free Press, 1952), p. 151. Cited in Coser, op. cit., p. 363.

7. Herbert Spencer, The Evolution of Society: Selections from Herbert Spencer's Principles of Sociology, ed. Robert L. Carniro (Chicago: The University of Chicago Press, 1967), p. 8. Cited in Coser, op. cit., p. 91.

8. Auguste Comte, Systeme de Politique Positive, 4 Vols., 4th Ed. (Paris: Cres, 1912). Vol. IV, pp. 1-2, Cited in Coser, op. cit., p. 7.

9. Karl Marx and Frederick Engels, The Communist Manifesto, ed. Frederick Engels (New York: International Publishers, 1948), p. 29 (100th Anniversary Edition). An almost identical passage from Karl Marx, Selected Writings in Sociology and Social Philosophy, newly trans. by T.B. Bottomore (London: McGraw-Hill, 1964), p. 78. Cited in Coser, op. cit., p. 50.

10. Emile Durkheim, The Division of Labor in Society, trans. by George P. Simpson, 2nd ed. (Glencoe, Illinois: The Free Press, 1933), p. 28.

11. George Herbert Mead, Mind, Self and Society, ed. Charles W. Morris (Chicago: The University of Chicago Press, 1934), p. 155.

12. Max Weber, From Max Weber: Essays in Sociology, ed. and trans. by H.H. Gerth and G. Wright Mills (New York: Oxford University Press), p. 255. A brief discussion of this idea can be found in Coser, op. cit., pp. 233-234.

TECHNIQUE 17

CONCEPT AREA: Gender, Socialization

TEACHING OBJECTIVE: To make the students more conscious of gender-socialization differentiation that occurs within the family and elsewhere in society.

REFERENCES: N. Chodorow, 1978. The Reproduction of Mothering: Psychoanalysis and the Sociology of Gender. Berkeley, University of California Press.
Studies in Psychoanalytic Sociology (ed.), Rabow, J., Platt, G., and Goldman, M. Forthcoming, 1985, Kreiger Press. (See Chapter 3 on Gender.)

MATERIALS NEEDED: None, a quiet room. Ability to darken room.

ESTIMATED TIME: Minimum 10 minutes, but up to 20 minutes for the exercise. Another 10-15 minutes to discuss.

PROCEDURE: Darken the room and ask students to get quiet and get settled. Then indicate you want them to go back in time to when they were in the uterus of their mother. There will usually be some giggling or tittering--wait until it's over. Then proceed in taking them through the following stages of the life cycle through the use of direct questions. Pause between questions. Some students will imagine one of the probes. They are not expected to imagine all of them. Do not let students "talk" their responses out. Keep them quiet through the entire exercise. Allow 15-20 seconds between each stage so that students can assimilate the experience and remember it for later discussion. The following is not a complete list of possibilities, but are highlights that we have used:

Birth: Tell them that they are about to be born, only this time they enter the world as a member of the opposite sex. They keep this gender throughout.

Verbally clarify--"All girls are born as males and all boys are born as females." Ask them the following questions: "How do each of your parents feel?" "Are there any older siblings?" "Imagine their responses." "Imagine the responses of aunts, uncles, grandparents."

Early Childhood: The first thing that we ask them to remember is their earliest play period. "Who are you playing with?" "What games are you playing?"

We then move toward their first day of school. "Who took you to school and what are your feelings?"

We then move through different grade levels, jumping perhaps to the 5th grade--asking about friends, games, hobbies, nature of discipline. Ask them for development of interest. Ask how they get along with relatives, brothers, sisters, cousins.

Jr. High School: We ask them about clubs, classes, and peer relationships. "What are your interests?" "What are your hobbies?" "Are you involved in sports?"

High School: Move them into high school with some other questions about peer relations, getting along with family: parents. Ask them about patterns of discipline.

Take them on a first date. "How did it happen?" "Who invited who?" "What happened when you arrived, or your date arrived?" "What was the reaction of the parents?" "Where did you go on your first date?" "How did it get decided?" "Your feelings during the evening?" "What happened at the end of the evening?"

Then we move back to experiences with counseling in high school; patterns of discipline and discussion about college. "Why are you picking this college?" "What are your discussions with your family over?"

College: In college, we take them through their selection of a major, their relations with peers, patterns of work/study. Whether they join a sorority or fraternity. Whether they work or not. We also ask them to become serious about a member of the opposite sex. We ask them to face a dilemma, namely that the person they are serious about has to go away for their future studies. "How is the dilemma resolved?"

Finally we jump ahead in life, approximately the age of 28-29. Ask them to image being committed to someone and toward starting a family. Ask them to imagine their feelings towards having a child. Ask them to go through 1st trimester, 2nd trimester, 3rd trimester, then finally the child is born. Ask them to imagine the sex of the child. Then wait about one minute and tell them the exercise is over and the lights will be turned on shortly.

INTERPRETATION: The students see how differently parents and others treated them. Rules about lateness, standards for cleanliness, and choices of majors are frequently different as they grow up. When students report "no differences", we get them to talk about why they believe that occurred. Males enjoy the seemingly less occupational stress, but don't like the inhibitions regarding sex. Females are usually frightened by the need to pick a hard major and make a living but enjoy the greater freedom growing up. Most have a boy.

POSSIBLE PITFALLS: Sometimes a student in turn will not close their eyes or just can't fantasize. I ignore this and say "some people have some difficulty with this" and go on.

AS USED BY: Jerome Rabow, Ph.D. (with Roxanne Copeland), Sociology Department
University of California at Los Angeles, Los Angeles, CA 90024

COURSES: Principles of Sociology (Intro), Sociology of the Family, Culture and Personality, Process and Socialization in the Family, Social Psychology, Psychoanalytic Sociology, Sociology of Knowledge, Sex Roles.

TECHNIQUE 18

CONCEPT AREA: Group Dynamics, Decision-making

TEACHING OBJECTIVE: To show how various factors operate in the process of decision-making (physical environment, personal values, group structure and cohesiveness).

REFERENCES: This exercise was adapted from a group leadership training program of the American Cancer Society (which was, in turn adapted form the NASA team Project): The American Cancer Society Volunteer Leadership Development Program, ACS 1982.

MATERIALS NEEDED: Mimeographed instruction sheets for each group member.

ESTIMATED TIME: 45-60 minutes if well organized beforehand, plus another class hour to discuss the results.

PROCEDURE: Divide the class into groups of approximately 10 members each and give everyone an instruction sheet. Students are allowed about 10 to 15 minutes to read instructions and rate the items individually. They then spend approximately 20 minutes rating the items as a group, following instructions for "group decision." I then have each student complete the group process questionnaire to analyze the decision-making process. I generally wait until the next class to give them the experts' ranking, to find out which groups came the closest, and discuss the analyses of the way each group functioned in making its decisions.

INTERPRETATION: Central points of discussion include how a leader was chosen or emerged, since I gave no instructions in this regard; the differences in group and individual decision-making; and whether all group members participated. We also consider whether there was "true consensus," how size of group and environment affected the decision, and whether members were subject to "groupthink." Students also like to consider which items generated more disagreement and why.

POSSIBLE PITFALLS: If students reach consensus or finish quickly, some groups may turn to other subjects while other groups continue discussion. I sometimes offer extra points or credit to groups who come closest to the experts' ranking. This supplies more incentive for careful consideration. If anyone has already done the exercise, I ask them to observe the way decisions are made and later comment on their observations in class.

AS USED BY: Martha O. Loustaunau, Department of Sociology/Anthropology
New Mexico State University, Las Cruces, NM 88003

COURSES: Introduction to Sociology, Group Processes

EDITOR'S NOTE: The ACS Experts' ranking, from most important to least important, is as follows:

15 (most important)
4
6
8
13
11
12
1
3
9
14
2
10
7
5 (least important)

INDIVIDUAL DECISION FORM

INSTRUCTIONS: You are a member of a space crew originally scheduled to rendezvous with a mother ship on the lighted surface of the moon. Due to mechanical difficulties, however, your ship was forced to land at a spot some two hundered miles from the rendezvous point. During the crash landing, much of the equipment aboard was damaged, and since survival depends on reaching the mother ship, the most critical items available must be chosen for the two hundred mile trip. Below are listed the 15 items left intact and undamaged after landing. Your task is to rank order them in terms of their importance in allowing your crew to reach the rendezvous point. Place 1 by the most important item, 2 for the next important, and so on through 15 for the least important.

ITEMS	YOUR RANKING	GROUP RANKING	EXPERTS' RANKING
Box of matches			
Food Concentrate			
50' of nylon rope			
Parachute silk			
Portable heating unit			
2 .45 calibre pistols			
1 case dehydrated milk			
2 100 lb. tanks oxygen			
Stellar map of moon's constellation			
Life raft			
Magnetic compass			
5 gallons water			
Signal flares			
First aid kit with injection needles			
Solar-powered FM Receiver-transmitter			

GROUP DECISION INSTRUCTIONS

Your group is to use the method of GROUP CONSENSUS. This means that the ranking of the 15 items must be agreed upon by all members before it becomes a part of the group decision. Consensus is difficult to reach. Therefore, not every ranking will meet with everyone's complete approval. When the group reaches the point where each person can say: "This is not exactly what I want but I will agree that it is possible and I will support it", then you can assume that the group has reached consensus.

1. Avoid conflict reducing techniques such as majority vote, averaging, bargaining, coin flipping, and such. View differences of opinion as helpful. Press for an explanation of ideas you don't agree with and listen carefully. Paraphrase to make sure you understand.
2. View easy agreement as suspect. Explore the reasons underlying each agreement.
3. Avoid changing your mind only in order to smooth over conflict. Withstand pressures to yield that have no logically sound foundation. If you don't agree, press for more information.
4. Avoid arguing or win/lose stalemates. If an impasse occurs, search for the next most acceptable alternative.

GROUP PROCESS QUESTIONNAIRE

On the following dimensions, place a check mark at the number which best describes the way your group is working:

1. How are we making decisions?

0	1	2	3	4	5	6	7
We don't	Made by 1	Made by 2	Minority	Majority	False Consensus (silence as consent)	Forced Consensus	True Consensus

2. When there are differences of opinion or conflicts, the group tends to:

1	2	3	4	5
Ignore them	Smooth them over, minimize them	Attend to them somewhat	Acknowledge them and then go on	Confront, stick with, resolved

3. The group is carrying out the task in a way that:

1	2	3	4	5
People are not at all involved in the discussion, it is irrelevant	There is some involvement	Participation is so-so	People are quite a bit involved	People are very involved in the discussion, it is very relevant

4. How well are the ideas of all the members being used by the group?

1	2	3	4	5
Not at all	A little bit	Somewhat	Quite a bit	Fully and adequately

TECHNIQUE 19

CONCEPT AREA: Group Pressure and Social Behavior

TEACHING OBJECTIVE: To demonstrate how the behavior of others influences the individual.

MATERIALS NEEDED: A small half-pint jar of popcorn grains, with the total number of grains recorded on a tiny folded piece of paper inside the jar. (Several hundred grains fit in a small jar.)

PROCEDURE: Pass the jar around and ask each student to guess the number of grains in the jar. Record the guesses on the board. After all have guessed, invite them to check the jar again and make a second guess, keeping the old estimate or trying a different one. Record second guesses on the board, leaving first guesses intact.

When everyone has finished, show them how the guesses have narrowed in range, with less dispersion on the second pattern. Point out that individuals modified their guesses in line with the group in a classroom situation. How much greater would the convergence be if the members were close friends and the decision a crucial one!

POSSIBLE PITFALLS: Use a plastic jar in case the jar is dropped. Counting the grains is tedious; persuade a grade-school child to do it if possible (my daughter counted them for me).

AS USED BY: Marie Marschall Fuller, Department of Sociology and Social Work
Texas Women's University, Denton, Texas
Summary prepared by Laura W. Purdom

COURSE: Introductory Sociology

45

TECHNIQUE 20

CONCEPT AREA: Group Productivity, Social Loafing, Group Process

TEACHING OBJECTIVE: To demonstrate the inverse relationship between the number of people working on a task and the magnitude of individual effort; and to help students understand the conditions under which social loafing occurs (collective, additive tasks where individuals' contributions are not distinguishable).

REFERENCES: Latane, B., Williams, K., & Harkins, S. "Many hands make light the work: the causes and consequences of social loafing," Journal of Personality and Social Psychology, 1979, 37:822-832.

MATERIALS NEEDED: Students need two sheets of paper each.

ESTIMATED TIME: 30 minutes for the procedure and 10 to 15 minutes for discussion.

PROCEDURE: Divide the class into four groups, with 5 to 15 members in each group (the larger the group, the more exaggerated the result). Tell the students that they will be brainstorming about two topics: (1) What changes would occur if, from now on, everyone were born with an extra thumb on each hand, and (2) What could a person do with a million pipe cleaners? Students will need to follow the rules for brainstorming, which should be posted on the blackboard: (1) Express any idea that comes to mind, no matter how crazy, (2) refrain from evaluating ideas in any way, (3) generate as many ideas as possible, (4) don't be afraid to modify and extend others' ideas. Half of the time, students will be brainstorming in groups, and the other half of the time they will be "brainstorming" on their own--that is, they will be using the rules of brainstorming to generate as many ideas as possible in their own minds. Ask everyone to get out a sheet of notebook paper and put their name on it. Ask each group to get out one extra sheet of paper and put the group's number on it. Then explain that the exercise has three parts. For the first part, members of group #1 are asked to pull their chairs somewhat apart, and each "brainstorm" on their own on topic #1 about the extra thumbs. Each person should silently generate as many ideas as possible and list these ideas on his/her own sheet of paper. Members of group #2 are asked to pull their chairs somewhat apart, "brainstorm" on their own on topic #2 about the pipe cleaners, and list all of their ideas on their individual sheets of paper. Members of group #2 are asked to pull their chairs together, put their individual sheets of paper away for the time being, and brainstorm as a group on topic #2 about the pipe cleaners. They should list all the ideas the group generates on the group's one sheet of paper. Similarly, members of group #4 are asked to pull their chairs together, brainstorm as a group on topic #1 about the thumbs, and record all the ideas generated by the group on the group's sheet of paper. I allow 10 minutes for this part of the exercise. Then announce that the groups will now switch brainstorming techniques and topics. That is, group #1 will brainstorm as a group about the pipe cleaners, group #2 will brainstorm as a group about the thumbs, group #3 will "brainstorm" on their own about thumbs, and group #4 will "brainstorm" on their own about pipe cleaners. I allow about 10 minutes for this second part of the exercise. For the third part of the exercise, ask the members of each group to focus on the list of ideas they each generated when "brainstorming" on their own. Ask them to count the number of unique ideas that were generated by members of the group, when all of the individual lists are combined into a master list, taking into account the number of "ties" (if two individuals have the same idea on their lists, the idea should only be counted once on the master list). I've found that the best way for the groups to find out how many ideas will be on the master list is to have each member read the ideas on his/her own list, while someone keeps a running count of the unique ideas and others listen to check for ties on their own lists. I allow 10 minutes for this process of pooling lists. Finally, I ask each group to provide me with two numbers: the number of ideas they generated while brainstorming as a group, and the number of ideas they generated as a pseudogroup by pooling their individual lists. I calculate a mean for the group and the pseudogroup conditions. The average for the groups is always less than the average for the pseudogroups.

INTERPRETATION: This exercise demonstrates what is sometimes called the "Ringelmann effect": that an inverse relationship exists between the number of people working on a task and the magnitude of individual effort. It demonstrates that students brainstorming on their own generate many more ideas than when they are working together in groups. Students tend to find this outcome very curious because they have always believed that group brainstorming is the best way to generate a lot of unique ideas (and it can be in specially trained groups). However, the outcome is not really very curious. It is highly predictable given the nature of the task and the way in which individual contributions are made. The group brainstorming task is what Steiner would classify as an additive task: individual group members' contributions are summed together to make the final group product. Group members are asked to collaborate, to pool their efforts on a joint task. And when people are asked in this way to make a collective effort on an additive task, two factors make it very unlikely that the group will achieve its maximum potential: coordination losses and social loafing. Coordination losses occurred in the group brainstorming condition because members of the group were not thinking and talking in perfect coordination. They suffered from hesitations, backtracking and vacillation in the group but didn't have this to slow them down when brainstorming on their own. However, an equally severe blow to group productivity occurred because of social loafing, the tendency for people to reduce effort when their individual contributions to a collective, additive task are indistinguishable from the contributions of others. In the group setting, everyone's ideas were simply added to the group's list, so individuals had a greater temptation to slack off than when their ideas were put on separate lists. For this reason, even after taking the number of ties into account, individuals composing pseudogroups generated more ideas than real groups working together on the group brainstorming task.

POSSIBLE PITFALLS: Sometimes it is hard for students to tell whether or not two ideas should be counted as ties (i.e., the same idea). I tell students to count them as two ideas if it is plausible that one of the ideas would have been contributed in a group brainstorming session even after the other idea has already been mentioned.

AS USED BY: Wendy J. Harrod, Department of Sociology and Anthropology
Iowa State University, Ames, IA 50011

COURSES: Group Dynamics, Social Psychology

TECHNIQUE 21

CONCEPT AREA: Historical Time: Modern Industrial Society in Perspective

TEACHING OBJECTIVE: To demonstrate with a visual aid that modern industrial society is a very recent development in human history.

MATERIALS NEEDED: large blackboard, chalk

ESTIMATED TIME: 15 or more minutes depending on discussion

PROCEDURE:

(1) Ask student to give estimates about when human societies began. This typically leads to some discussion about what a "human society" is. Indicate that a commonly used starting point is when the first hominid toolmakers are believed (by conservative estimate) to have been active which was about two million years ago.

(2) To illustrate the relative occurrence of different developments in human society, draw a line 20 feet in length across a blackboard. (Lengths may be recalculated for small boards). At the far left mark the start of the line by writing "2 million years ago". At the midpoint of the line write "1 million years ago", the approximate time of the appearance of Homo Erectus, a being of the same genus as contemporary man but of a different species. Two and one half feet from the right side of the line marks the emergence of our own species. Three and one half inches from the right marks 30,000 years ago, the period of the development and diversification of stone implements. One inch represents 8,000 years ago when farming is believed to have begun in the Old World (eastern hemisphere). There remains almost no space at the end of the line to mark the beginning of Christianity. The Middle Ages, the Renaissance, the European discovery of the New World, the Industrial Revolution, the independence of the U.S.A. cannot be represented. All would have to fit into a space less than the width of a chalk line. The period since the start of the Industrial Revolution (1750s) would be represented by one hundredth of an inch.

INTERPRETATION:

(1) Students are asked to react to the time line. What does it imply about the place of our way of life in terms of human experience? What does it suggest about the way we ordinarily think about social life? How do limited or inaccurate images of the human past and present influence the workings of a society and the conduct of individuals? How can we improve our understanding of human society? Why should we?

(2) As discussion tapers down I sometimes discuss C. Wright Mills' concept of the "sociological imagination". More often I share brief passages from Kenneth E. Boulding's The Image. Boulding's work offers an excellent example of a multi-dimensional perspective on the universe and human affairs and of one person's view of his location within it. Making progress in developing and enlarging one's "sense of place" is specified as a goal of the course.

POSSIBLE PITFALLS: None.

AS USED BY: Paul D. Starr, Department of Sociology/Anthropology/Social Work
Auburn University, Auburn, AL 36849

COURSE: Introductory Sociology; any other course where a historical dimension can be useful. Often used during initial class meetings.

TECHNIQUE 22

CONCEPT AREA: Homogamy (Also Norms, Primary Relations, Marriage and Family)

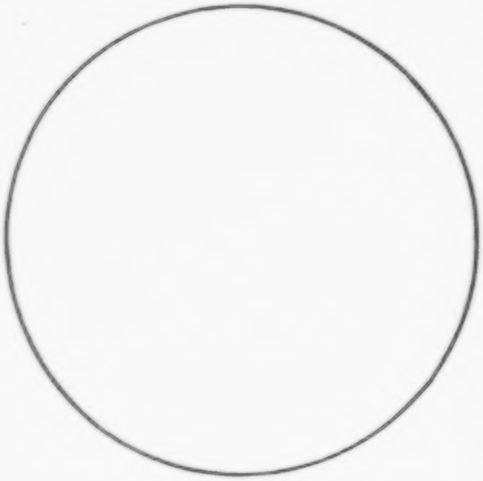
TEACHING OBJECTIVE: To show how in our culture, the selection of marriage partners tends to follow norms which narrow the choice to a relatively small number of individuals with whom we share certain characteristics.

REFERENCES: August B. Hollingshead, "Cultural Factors in the Selection of Marriage Mates." American Sociological Review, Vol. 15 (Oct., 1950), pp. 619-627.

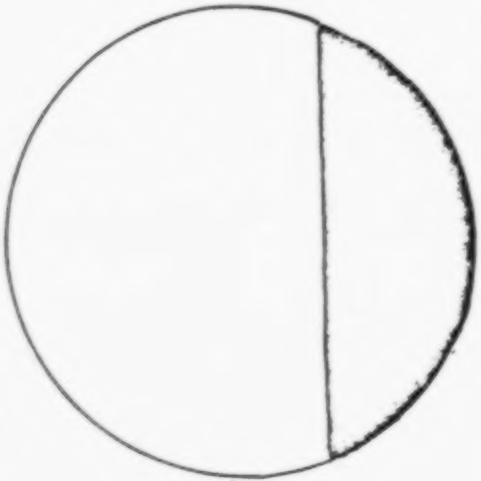
PROCEDURE: I use the following illustrated lecture to explain the meaning of homogamy in American society.

In our society, I'm sure every one of us knows that we have the best system for choosing whom we will marry.

We can marry anyone we choose
of the opposite sex.
(Draw circle on board)



However, the chances are that we
will tend to choose someone of
the same race.
(Black out part of the circle)



See next page for continuation
of illustration.

AS USED BY: Emily Gunning, Department of Sociology
Los Angeles Valley Community College
Van Nuys, California

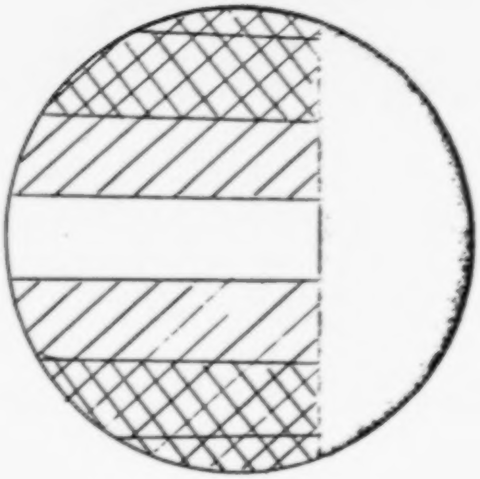
COURSE: Introductory Sociology

And the chances are that we will tend to choose someone of the same approximate age.

Probably not ⧄

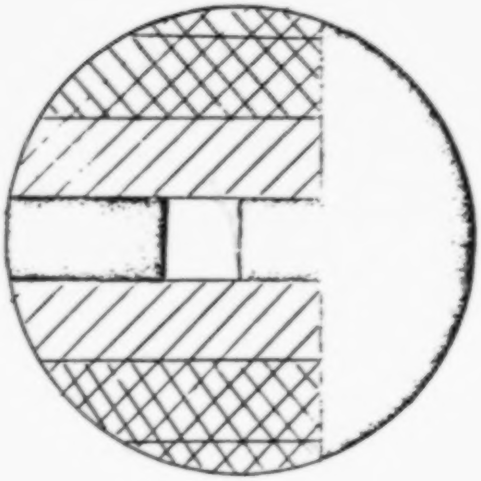
Certainly not ☒

(Draw horizontal lines to represent age groups. Place X's through age groups at extreme ends of circle and diagonal lines through those near the middle)



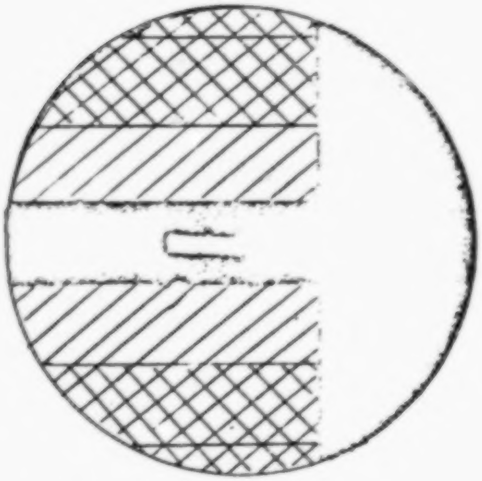
And the chances are that we will tend to choose someone of the same religion, or lack of religion.

(Black out three-fourths of person's age group)



And the chances are that we will tend to choose someone of the same class.

(Black out upper and lower sections of remaining square)



And so on....

(Can add educational level, previous marital status, etc.)

(Can relate back to idea of primary group)

TECHNIQUE 23

CONCEPT AREA: Hypothesis Formation and Scientific Thinking

TEACHING OBJECTIVE: To sensitize students to the basic similarities between intelligent everyday thinking and the development of hypotheses in scientific research.

MATERIALS NEEDED: (For 25 students) four decks of playing cards and 20-25 minutes of time.

PROCEDURE: This technique can be used before or after explaining the general research activities associated with the "scientific method" in sociology.

1. Tell the class you want to find the most agile thinkers, using a card game similar to Old Maid. The object of the game is to return as many cards as possible to the dealer.
2. Randomly divide the class into three or four groups and assign a dealer to each group.
3. Briefly explain the following rules:
    a. Cards will first be dealt to each player in the usual fashion. Players should then guard their hands as they try to return cards to the dealer.
    b. Each player will have one chance during each round to select a card from his/her hand to offer the dealer.
    c. Before offering the card, the player must show its face to everyone in the group.
    d. The dealer will accept or reject cards based on a pre-established criterion. The agile thinkers will be those who "figure out the system" and get rid of the most cards.
4. Privately tell dealers to accept in rounds one and two only certain types of cards (e.g., picture cards or red cards with even numbers). Then tell them to accept in rounds three and four only cards from certain types of players (e.g., only females).
5. Start the rounds. Pause at the end of the second round to get public reports on possible "winners." Do not indicate that the criterion is changing.
6. Debrief. Discuss the thinking that went on for those who were successful in returning cards. Relate student thinking to hypothesis formation, testing activities, and (particularly in rounds three and four), the effects of preconceptions.

APPLICATIONS: This technique is useful in demystifying science for students. It can give them a conscious experience of the thinking and activities associated with forming and testing hypotheses, as well as the difficulties associated with preconceptions in a research situation.

POSSIBLE PITFALLS: Be careful to clarify at the conclusion of the game that it really does not identify agile thinkers. Be sure to deal with the idea, whether articulated or not, that sociology is not "just common sense."

AS USED BY: Frank Naughton and Dee Wernette, Department of Sociology
Kean College of New Jersey, Union, New Jersey

COURSE: Introductory Sociology

TECHNIQUE 24

CONCEPT AREA: Hypothesis Testing, Research Methods

TEACHING OBJECTIVE: To illustrate the empirical testing of hypotheses.

REFERENCES: For evidence regarding the particular hypothesis, see Becker, F.D., R. Sommer, J. Bee, and B. Oxley. 1973. "College classroom ecology," Sociometry. pp.514-525.

MATERIALS NEEDED: Blackboard, chalk.

ESTIMATED TIME: One 50-75 minutes class period.

PROCEDURE: I tell the class that I need to collect some data in order to illustrate the process of hypothesis testing in sociology. I tell them that I need volunteers from the class, and I ask them to raise their hands. I try to get close to half the class to volunteer. Then I tell them to put their hands down, but to remember who has volunteered.

I tell them that the hypothesis that I am testing is whether people who sit in the front of a class tend to volunteer more than those who sit in the back. I decide how to define "front" and "back", and I collect the data by asking how many people in the front did volunteer? how many in the front did not volunteer? how many in back did volunteer? and how many in back did not volunteer? I write these in sentences on the board (e.g. 22 people in front did volunteer).

I remind them that I am determining whether seating position is predictive of volunteering. I put an empty table on the board, and I ask the class to suggest where the data belong in the table. We percentage the table down the columns to determine the proportion of people in front who volunteer compared with the proportion in back (requesting the calculations from a student who has a calculator along).

Figure 1

		Seating position	
		front	back
Volunteering	yes	56%	49%
	no	44%	51%
		100% (39)	100% (31)

I ask them whether the results support my hypothesis that people who sit in the front tend to volunteer more than those who sit in the back, and I ask them whether this result is likely to be found in other classes within this university and elsewhere.

INTERPRETATION: I emphasize that these particular results compose one piece of evidence supporting (or failing to support) the hypothesis, and that the building of scientific generalizations requires the compiling of much more evidence. I discuss generalization to populations, and the fact that one needs to study "representative" samples. I tell them that systematic studies of seating and volunteering do indicate that people who sit in the front tend to volunteer more than those who sit in the back (Becker et al.), and I ask them to suggest reasons why this may be the case. This is used to introduce the next class discussion of "explanation."

POSSIBLE PITFALLS: A frequent byproduct of this technique is showing that a sociologist can predict things that the student have not anticipated. My experience has been that a strong majority, perhaps 75%, of the classes support the hypothesis. When the data do not support the hypothesis, the demonstration does not illustrate the knowledge of the sociologist, but rather encourages students to feel that they too can explore data without knowing the results. In general, the technique provides a useful illustration of the process.

Students often try to personalize their explanations and find exceptions; for example, there may be some shy student who insists that he/she sits in front because he/she cannot hear. It must be made clear that sociologists recognize that there is individual variation in motivation and behavior, but there are social tendencies that arise from factors that have similar effects on many people (e.g. eye contact and resulting social pressure is often concentrated on the students directly in front of the instructor).

AS USED BY: Scott L. Feld, Department of Sociology
State University of New York at Stony Brook, NY 11794

COURSES: Introductory Sociology, Research Methods

TECHNIQUE 25

CONCEPT AREA: Income Stratification, Consumer Behavior, Group Interaction, Experimental Method

TEACHING OBJECTIVE: To help sociology students grasp the consequences of economic stratification for consumer behavior and family life.

REFERENCES: Popenoe, Sociology (5th edition). Englewood Cliffs, NJ: Prentice-Hall, 1983.

MATERIALS NEEDED: Container for coins; chalkboard.

ESTIMATED TIME: Two class hours and some preparation during a prior class hour.

PROCEDURE: In the prior class hour I pass around a signup sheet for volunteers, with 30 numbered and a few alternate spaces (you can use fewer in small classes; make sure at least one-third of the class remains in the room while the volunteers are out). I tell students that volunteers are needed for a field project next time and that everyone will be involved even if they don't volunteer for the field portion. I also point out that it's a fun thing especially for the field volunteers. Then I pull out a hat (or dish or envelope), conspicuously extract change from my pocket to put in the hat, and announce that the field group needs resources for this project: "Please put your spare change in the hat - we need at least a quarter apiece, or whatever you have." I then pass the hat and ask for a volunteer (who didn't sign up) to take care of the money. After class, I swear the volunteer to secrecy and give him or her five envelopes premarked with percentages: 42%, 24%, 17%, 12%, 5%. These represent the proportions of national income going to quintiles of the American populaton in 1979 (Popenoe, p. 256). The student is to apportion the money into the envelopes according to the percentages and to bring them to the next class.

Before the next class day I randomize the signup list into five groups of six each (sometimes altering the random assignment to get both men and women in each group). At the beginning of class I assemble the five groups around the room, using the alternates as substitutes for absent volunteers. With a flourish I hand envelope I to group I, saying "These are the wealthiest segment of the population; they have the most money." Envelopes II, III, and IV go to corresponding groups, with brief comments about their decreasing levels of income. Group V gets a very thin envelope with a comment like "These are the poor folks who are the lowest income group in the population." By this time there is considerable joking and teasing going on, and stereotypes are being voiced about rich and poor.

Each group gets a set of rules as follows, and I read the rules out loud, emphasizing as I go:

RULES FOR SOCIOLOGY FIELD TRIP

1. Your group is to spend all of its allotted share of money on food, bought here at the university during class today and shared equally among you.
2. Decisions about what to buy must be made by the group--by consensus if possible, by majority vote if not.
3. No contributions may be accepted from any source.
4. Groups are not to interact with other groups or with other people during task or before group separates after all money is spent.

5. You should sit together on the next class day when we discuss the field trip.

Once questions have been answered, I send the groups on their way, instructing each group to sit together on the next class day.

When the field groups have gone, I explain to the remaining students the purpose of the experiment (only at that point do I refer to it as an experiment): to show the effects of different economic resource levels upon group behavior, and I tell them the percentages and actual dollar amounts in the envelopes. Again there is laughter and speculation. I suggest we guess how the highest and lowest resource groups will handle things and I specify two topics: what they decide to buy (consumer decisions) and how they get along together (group interaction, including leadership behavior). In the next half hour or so class members will generate hypotheses (which I list on the chalkboard) about how high and low resource groups will act in these two areas. Usually there are disagreements about hypothesized group interaction: e.g., some say the poorest will fight over their pittance, others say the options will be so few that the decisions will be easy; some say leaders will emerge more strongly in the poor groups, others in the rich groups. I always press for reasons (underlying theory). About consumer decisions there isn't much disagreement: the hypotheses are more commonsense and straightforward. Gradually I introduce 'experimental research' terminology, until by the end of the hour it is clear that we have set up a simple, five group experiment with randomized subjects and one treatment variable, with hypotheses that will be tested by the data we gather from the returning field teams next time.

On the second project day the atmosphere in the classroom is really charged. I always begin with feelings: "Group I, how did you feel about buying food?" Sometimes one person speaks for the group, sometimes several speak up. I ask Groups II, III and IV similar questions, not taking too long with them, and then ask Group V. That's when it gets exciting: strong feelings of deprivation and resentment nearly always emerge within a few seconds, often encouraged by Group I's earlier feeling of guilt or pity toward "the poor."

In this discussion a lot of data have emerged about how different resource groups behaved (note that our hypotheses were stated in terms of behavior, not feelings; the feelings will emerge but the persuasive results are behavioral). Prior to class, I will have made a list of data needed to test the class' hypotheses, and as groups respond I organize the chalkboard into sections and begin to fill them with appropriate data. When the first round of responses is over, I ask the class if they want to question the groups. Gradually I fill out the board with data. I ask a good student in front to copy them down for me.

By this time the charge in the room is different: feelings have been ventilated and heads are working. I explain to the field groups the nature of the experiment, point out the similarity of the groups, achieved by randomizing the signup list, and suggest that whatever differences have appeared in consumer behavior or group interactions are probably due to the only systematic difference between groups: resource level. Then I present the hypotheses one at a time (it helps to have them on a transparency for projection alongside the board) and we discuss the degree to which the hypotheses were supported by the data.

INTERPRETATION: The payoff from this project is enormous. First, a live demonstration of a field experiment, with randomization and treatment variation, teaches a great deal about how knowledge is produced through research. Second, the obvious and strong emotional reactions of groups to their economic position vis-a-vis other groups make vivid the dependence of emotion upon social conditions and not simply upon personal or ethnic character. Third, the findings always show clear differences in consumer behavior between high and low resource groups, again demonstrating the difference between personal qualities and economic situation as causes of decisions. Fourth, although findings are sometimes equivocal regarding interpersonal behavior and the emergence of leadership, there are usually differences between higher and lower resource groups that reflect the constraining effects of disposable income levels. A discussion of interpersonal dynamics in poor and wealthy families can be very useful here. Fifth, students get very excited about the project, morale is high and the class is fun.

Finally the project leads naturally into a discussion of theories of stratification. Conflict of interest is clearly visible in the group responses, and other issues of social class and discrimination can readily be related to the experience.

POSSIBLE PITFALLS: None, really, though sometimes it's a hard act to follow! Effective class sizes have ranged from 40 to 120 for me.

AS USED BY: Edgar W. Mills, Division of Social and Policy Sciences
University of Texas at San Antonio, Texas 78285

COURSES: Introduction, Social Problems, Stratification, Research Methods

NB: This is an extension of James W. Thompson's technique in the first edition of this volume.

TECHNIQUE 26

CONCEPT AREA: Labeling Theory; Stereotyping

TEACHING OBJECTIVE: To "bring alive" the process of labeling deviant behavior, to make students conscious of the more general process by which they and others are categorized, evaluated, and responded to on the basis of inferred identities in routine everyday situations. To encourage them to reflect on their activities as labellers and categorizers.

REFERENCES: Schur, Edwin, Labeling Deviant Behavior, New York: Harper and Row, 1971.
Liska, Allen E., Perspectives on Deviance, Englewood Cliffs, MJ: Prentice-Hall, 1981.
Starr, Paul D., "Ethnic Categories and Identification in Lebanon", Urban Life 7(1) 111-142, 1978.

MATERIALS NEEDED: None.

ESTIMATED TIME: About 10 minutes, depending on discussion.

PROCEDURE: (1) Students in the classroom are asked to stand, pair off with students they do not know and look at one another's eyes, nose, ears, face, hair, clothes, shoes, accessories, pencil or pen, handwriting, notebook, posture, and demeanor.

(2) I ask the students to stop looking but remain standing. I then say:

"Now let me tell you something about the person you've just looked at. That person is a violent child molester with repeated criminal convictions who has spent several years in correctional institutions. He or she has just recently been released. With that person's "true identity" in mind, take another very careful look. Now notice things about them in light of who he/she "really" is. Look at the person's clothing. Aren't they just "too neat" or "too sloppy" or "too normal-looking"? They may have looked O.K. but now you know the truth and can see that the child molester in them shows, doesn't it? Look at their ears; obviously, those of a child molester. Look at the pores of their skin--too big or too small, aren't they? But certainly those of a molester. Look at their pen or pencil--just the type a molester would use. Look at their handwriting, a sure clue. Isn't it just a little meticulous, or too sloppy or too big or too small or too slanted or too straight? Obviously not that of a normal person. Even if some things about that person look "normal" we now know that it's all contrived; an attempt by someone very unusual to look normal and just the kind of thing a molester would do to try and hide his or her "real" identity. If the person is now smiling or sighing or giggling over this that only confirms it. They are embarrassed to be found out. It's lucky we have the skill to know who they really are. Now please sit down and we'll talk about this."

(3) Class members commonly respond with nervous laughter, giggles and joking denials. Given the opportunity a few will comment on their feelings during the exercise or provide observations on its purpose. Discussion can follow the instructor's request for experiences involving the mistaken labeling others, or of oneself being mistakenly labeled. This can lead to a consideration of the psychological consequences of labels, the nature of "correct" labeling and the process of the categorizing people in everyday life. One student, for example, spoke of believing a woman in the class was a "genius" with a 160+ IQ and seeing everything she did in terms of the "halo" until discovering the day before that it was a case of mistaken identity.

INTERPRETATION: The exercise can be used in lecture/discussion focusing on labeling theory and/or a consideration of the more general topic of person perception, stereotyping and/or the effects of occupying a stigmatized or devalued status in society. An important benefit is in getting students to see categorization and labeling as a common process not limited to the study of deviant behavior. We are all profoundly influenced by the numerous categories of people in our society which shape the responses of others to us, to others, and to ourselves. The exercise can also contribute to the teaching of other sociological processes and concepts such as socialization, ethnocentrism, racism, sexism, ageism, stigma and social identity.

POSSIBLE PITFALLS: I have known of no problems but it could be extremely embarrassing for a few students. I announce before doing it that people who are very susceptible to embarrassment may not wish to participate. Few decline, none has complained.

AS USED BY: Paul D. Starr, Department of Sociology, Anthropology, and Social Work
Auburn University, AL 36849

COURSES: Introductory Sociology; Social Psychology; Deviant Behavior; Criminology; Juvenile Delinquency; Sociology of Mental Disorders; Race and Ethnic Relations.

TECHNIQUE 27

CONCEPT AREA: Norm Violation, Deviance, Labeling, Folkways, Mores

TEACHING OBJECTIVE: To show students how pervasive social norms are in our lives and how unconsciously and willingly we obey them; to give the student-researcher a better understanding of the steps a researcher must go through as well as the problems; to give insight into the sociological concept of deviance and the labeling process.

REFERENCES: Any introductory sociology text will have relevant readings in social norms, deviance and labeling. We usually urge the student to review the following sections from Ian Robertson, Sociology (Second Edition), 1981; before carrying out the assignment.

1. Participant observation and observational studies, pp. 38-41.
2. Norms as social control mechanisms, pp. 57-59.
3. The self in everyday life and nonverbal communication, pp. 119-126.
4. Deviance and social control, pp. 161-165.
5. Social construction of reality, pp. 135-136, and labeling theory, pp. 171-173. Also, the article by Chambliss, "The Saints and the Roughnecks," is an excellent example of labeling theory and deviant behavior.

MATERIALS NEEDED: A written version of the assignment for each student (available from us on request).

ESTIMATED TIME: A couple of weeks is usually ample for students to be introduced to the topic, do the experiment, and discuss the assignment.

PROCEDURE: We go over the requirements of the assignment in class similar to what follows:

"This assignment asks you to violate a norm and write a report about the experience. The objective of the research is to determine the extent to which norms influence behavior. Thus, you will want to pay particular attention to the reactions of both YOURSELF and OTHERS who are a part of the situation.

Before you begin this assignment, be certain you study the following guidelines:

1. Select a norm common in our society. Be sure it is a folkway and not a more.
2. BEFORE you enter the field to do your research, be certain you have filled out parts 1 and 2 of the write-up (see the following). This will help to ensure that you have a firm grasp of your hypothesis in advance.
3. BREAK the norm in a social setting, OBSERVE the reactions of others and yourself, and RECORD as quickly as possible those reactions.
   a. Vary the conditions. Do your experiment at least twice under different conditions (e.g., place, time audience).
   b. Violate the norm in a social setting. It doesn't count if you wear your clothes backwards in your closet!
   c. Reactions. Pay attention to both verbal and nonverbal reactions.
4. **DO NOT**:
   a. Break any laws or cause anyone else to break the law.
   b. Cause harm to yourself or anyone else.
   c. Do anything that is legally or morally questionable, or that could bring negative sanctions against yourself, the department, the university or your instructor.

The following format is to be followed as you write up this exercise. Please note that this is a skeletal outline and is intended to help you decide what information to include in your report. Be sure to cover all of these points, but don't feel that you are limited to them. Elaborate and be creative where you can. Incorporate as much as you can from your learning about sociology in everyday settings.

This report should be 2-5 pages in length, typewritten and double-spaced. Good grammar and sentence structure are expected.

The format to use:

1. Statement of the Problem
    a. Define the norm you will violate.
    b. Describe briefly how this norm acts as a mechanism of social control.
    c. Describe what you will do to violate the norm.

2. Hypothesis:
    a. Describe the range of possible reactions others will have to the violation of this norm.
    b. What do you predict the major reaction to be?

3. Describe the Setting:
    a. Physical--where is the norm violation taking place?
    b. Social--how many and what types of persons are observing?

4. Describe the incident--tell what happened.

5. Summary and Interpretation:
    a. How did you feel as you were violating the norm?
    b. Why did you feel the way you did?
    c. Did people react the way you expected? Explain.
    d. Did you encounter any difficulties in carrying out your assignment?
    e. What, if anything, did you learn about how norms exercise social control?
    f. Any other pertinent observation."

INTERPRETATION: After completion of the assignment there is tremendous curiosity over what others in the class did and their experiences. Thus it is imperative to discuss the findings in class. This debriefing is necessary so that students can share their feelings, realizing that they were not alone if they felt "odd" doing the experiment. It also gives them the opportunity to re-establish their "normal" self. Discussing the assignment and the findings can lead into a greater understanding of norms, social control, deviance and labeling theory.

POSSIBLE PITFALLS: Once the assignment has been explained in class, students usually find it easy to come up with ideas. If caution is not exercised this may get out of hand (e.g. one student wanted to shoplift). To minimize this problem the instructor needs to reinforce Guideline 4 above. One way to reinforce the allowable limits of the assignment is to present a dozen or so examples such as, spending a day wearing a lampshade on your head, standing on your head in an elevator, or going to your parents' home and acting like a guest and so forth. Make certain the students understand the DO NOTS of the assignment and that they are responsible for the consequences of their actions.

Extremely reticent students need reassurance, along with the suggestion that he/she violate a minor norm such as going out of your way to be nice to someone or wearing mismatched socks. For those overly uncomfortable with the assignment, it may be necessary to modify the assignment so that the student examines why he/she cannot bring him/herself to violate a norm.

AS USED BY: Laura Workman Eells, Department of Sociology and Social Work
Wichita State University, Wichita, KS 67220

N. Prabha Unnithan, Department of Sociology and Anthropology
East Texas State University, Commerce, TX 75428

COURSES: Introductory Sociology; Deviance; Social Problems and Criminology

TECHNIQUE 28

CONCEPT AREA: Norms, Folkways, Laws, Mores, Sanctions

TEACHING OBJECTIVE: To encourage students to see various types of social norms and related sociological concepts in their everyday experiences.

REFERENCES: Introductory Sociology Textbooks.

MATERIALS NEEDED: Camera, film, slide projector.

ESTIMATED TIME: Preparation--about a week to photograph, develop and select final slide set. Slide presentation--15-20 minutes of class time.

PROCEDURE: Large mass lecture section--lecturer talks informally about the slides as they are shown stressing the concepts illustrated.

Small class or discussion group--students discuss the slides as they are shown identifying the major concepts illustrated.

*The key to the success of this technique is to photograph local examples particular to the campus area. Suggested examples and rationale are listed below.

INTERPRETATION: In large mass lecture sections the interpretation is implicit in the reaction of the crowd to the various slides.

In the small class, the interpretation rests with the involvement of the students in discussing the various slides and their suggestions of other examples for the concepts.

POSSIBLE PITFALLS: In a small class, the discussion might digress from the basic concepts. An easy way to get back to the point is to show the next slide!

AS USED BY: Sue R. Crull and Brent T. Bruton, Department of Sociology and Anthropology
Iowa State University, Ames, IA 50011

COURSES: Introduction to Sociology

Examples of Normative Slides	Rationale
1. stop sign	law-formal
2. electric stop light	technology enhances same law
3. parking sign exceptions	formal exceptions to law
4. parking ticket	formal sanction-punishment
5. library fee sign for overdue books	formal sanction
6. organization uniform (McDonald's employees required)	organization rule...
7. Brownie G.S. (not required)	organizational folkway
8. high heels in class	folkway...sanction...stare
9. man with earring	folkway...symbol
10. student studying	norm, folkway...more formal if organized house has study hours
11. (teacher with paper) teacher norms	folkways...organizational rules?
12. (teacher on desk) teacher norms	folkways...organizational rules combined into social role
13. picking flowers on campus grounds	folkway or organizational law?
14. shot of only 4 cans beer	folkway of college scene
15. little kids drinking beer	laws-age restriction, more violation
16. eating hot dog with table ware	folkway violation
17. eating hot dog in hands	American folkway
18. hands only with rings - married female, male with no ring	religion, "law" symbols
19. hands only with rings - married female, male with no ring	religion, "law" symbols sex role differences
20. hands only with rings - one hand black, other white, married mixed race	mores formerly some states had laws against
21. justice for all (American symbol)	folkway..."value"
22. shot of only a gun	mores
23. police using gun is okay	okay based on status (position)

TECHNIQUE 29

CONCEPT AREA: Operationalization; Occupational Aspirations

TEACHING OBJECTIVE: To demonstrate the relationship between conceptualization and operationalization. It can also be used to demonstrate the concept of occupational aspiration.

REFERENCES: Archibald O. Haller and Irwin W. Miller. The Occupational Aspiration Scale: Theory, Structure and Correlates (Schenkman, 1971); standard research texts.

MATERIALS NEEDED: Copies of the Occupational Aspiration Scale as found in Appendix I.

ESTIMATED TIME: 50 minutes.

PROCEDURE: At the beginning of the class session, pass out copies of the instrument and allow about 15-20 minutes for students to fill them out. (I use this exercise as a follow-up to previous lectures on the relationships between conceptualization and operationalization.) Next I conduct a brainstorming discussion with the students on the concept of aspirations--what is the concept and what are its dimensions? Then I present Haller and Miller's concept and dimensions. Specifically, they discuss short vs. long range goals, realistic vs. idealistic goals, and level of difficulty of occupational goals. Included in this discussion can be concepts such as single vs. multiple indicators, indexes vs. scales, and validity vs. reliability. After discussing the concept and how its dimensions are measured in the instrument, I then explain how it is scored.

The exercise provides a good illustration of the problems of developing a valid instrument. For example, some occupations such as soda fountain clerk, or streetcar motorman have changed or become obsolete since the 1950's when the scale was first developed. Some titles, such as farm hand and share cropper, are less appropriate in an increasingly urban society. More importantly, the questions tend to assume that respondents are high school or college students (early twenties or younger). Today's college student population may consist of many older students for whom occupational aspirations for occupational achievement by age thirty (two of the questions) does not represent a long range.

INTERPRETATION: The instrument demonstrates the concepts quite well. The students usually have questions about the validity of the instrument for the above mentioned reasons. I indicate that this instrument illustrates the necessity of validating an instrument for the population to which you wish to generalize.

POSSIBLE PITFALLS: You may need to encourage the students to fill out this short instrument (only 8 questions) even though they may view it as invalid for them. I tell them to do their best in answering the questions and that I will explain the instrument and discuss its problems later in the period.

AS USED BY: William T. Clute, Department of Sociology and Anthropology
University of Nebraska at Omaha, NE 68182-0291

COURSES: Research Methods, Work and Occupations

TECHNIQUE 30

CONCEPT AREA: Person Perception: Central Traits

TEACHING OBJECTIVE: To illustrate the concept of central traits (such as "warm" versus "cold") in person perception, and show how central traits tend to influence our overall impression of others.

REFERENCES: Asch, S.E. 1946. "Forming impressions of personality". Journal of Abnormal and Social Psychology, 41:258-290

Kelley, H.H. 1950. "The Warm-cold variable in the first impressions of persons." Journal of Personality, 18:431-439; or any textbook in social psychology with a chapter on person perception.

MATERIALS NEEDED: The instructor needs a copy of Fyodor Dostoyevsky's The Idiot.

ESTIMATED TIME: Five minutes to read a passage from the book, 15 minutes to discuss.

PROCEDURE: In order to introduce the topic of person perception, I read the first two pages of Dostoyevsky's book, The Idiot. I ask the class to listen carefully as two men are described, and to try to form as clear an impression as they can of these two individuals. (The passage describes in great detail the Christ-like protagonist of the book, Prince Myshkin, and his evil, murderous counterpart, Rogozhin, as the dawn comes up and they find themselves facing each other on the overnight, Warsaw to Petersburg train.) Dostoyevsky's descriptive genius is shown in the way he contrasts warm and cold: the warm-hearted Myshkin is cold, and the cold-hearted Rogozhin is warm. When I am finished reading the passage, I ask the students to tell me their impression of these two men and how they are different.

INTERPRETATION: I explain to the students that the averaging model of person perception predicts that the overall impression of these two men will be the weighted average of all the chracteristics they know about them. But despite the appealing simplicity of the averaging model, there are many problems with this approach. The clearest challenge to the averaging model is the Gestalt approach which predicts that our impressions are formed as wholes (rather than built up by some combination of the parts), and that these wholes are dominated by central traits. Central traits are those traits that are highly associated with many other characteristics and therefore, tend to imply much more about a person than might be expected from a single piece of information. Central traits tend to color our entire impression of a person because once we know the central trait, we use it to interpret everything else we learn about the person. For example, an intelligent, skillful, cold, determined person is seen as quite different from an intelligent, skillful, warm, determined person. "Intelligent" takes on a different meaning when coupled with warm or cold. "Warm" and "cold" are central traits. Students' impressions of Myshkin and Rogozhin are dominated by the warm/cold dimension, in the same way as subjects' impressions were dominated by warm/cold in Asch's and Kelley's research. Rogozhin's pallor and passionate stare are seen as dangerous and evil because they are interpreted in light of his coldness. Myshkin's pallor and heavy gaze, on the other hand, are seen as calm and almost holy because they are interpreted in light of Myshkin's warmth. Students' impressions of these two men are not formed by averaging all the information they learn about them, but are formed as wholes, which are dominated by central traits. Dostoyevsky skillfully creates our impressions of these two men by his juxtaposition of warm and cold.

POSSIBLE PITFALLS: The only problem with this technique is trying to pronounce Russian names, such as Eydkuhnen.

AS USED BY: Wendy J. Harrod, Department of Sociology and Anthropology
Iowa State University, Ames, IA 50011

COURSES: Social Psychology, Attitudes

TECHNIQUE 31

CONCEPT AREA: Population Projections and Life Tables

TEACHING OBJECTIVE: To provide an interesting introduction to life tables and to provide students with an opportunity to work with data.

MATERIALS NEEDED: (1) Blank death certificates--these can be designed to include whatever information the teacher would like to use: cause of death, survivors, age at death, etc. (2) life table values for 20-year-olds (provided below).

PROCEDURE: In large classes I have the students fill out their own death certificates as they expect them to be completed when they die. I then tabulate their deaths by age and sex and calculate life expectancy. These are then compared with life expectancies of 20-year-olds in the United States. I usually find that males expect to live longer than females. I then have them calculate the expected years of widowhood and the age of a mate that would minimize widowhood.

I find this exercise provides a meaningful introduction to life tables as well as some realistic information about their future. In addition, the tabulation of their own deaths is an exercise in working with data.

AS USED BY: James H. Gundlach, Department of Sociology
Auburn University, Auburn, Alabama

COURSE: Population

Selected Life Table Values, by Color and Sex: Death-Registration States, 1900-1902, and United States, Selected Years 1960-1976.

Life table value and year	Total	White		All Other	
		Male	Female	Male	Female
Life expectancy at birth:					
1976	72.8	69.7	77.3	64.1	72.6
1975	72.5	69.4	77.2	63.6	72.3
1974	71.9	68.9	76.6	62.9	71.3
1970	70.9	68.0	75.6	61.3	69.4
1960	69.7	67.4	74.1	61.1	66.3
1900	47.3	46.6	48.7	32.5	33.5
At age 20:					
1976	54.6	51.6	58.7	46.8	54.9
1975	54.4	51.4	58.6	46.3	54.7
1900-1902	42.8	42.2	43.8	35.1	36.9
Percent reaching age 65:					
1976	75.1	70.1	83.5	55.0	72.1
1976	74.6	69.4	83.2	54.3	71.5
1900-1902	40.9	39.2	43.8	19.0	22.0

Source: Vital Statistics of the United States, 1976, Vol. 2, Section 5: Life Tables, p. 4. Similar data is also available by states for the years 1969-71 in the U.S. Decennial Life Tables for 1969-71, Vol. 2, Number 1-50.

TECHNIQUE 32

CONCEPT AREA: Population Pyramids (Also Age and Sex Distributions of a Community)

TEACHING OBJECTIVE: To demonstrate the wide variety of social consequences that flow from the age and sex distributions of different communities.

REFERENCES AND MATERIALS NEEDED: The attached population pyramids which include Figure 1, Norfolk, Virginia (city with a large military base); Figure 2, Ann Arbor, Michigan (college town); and Figure 3, St. Petersburg, Florida (city which attracts retired people). All three graphs are from *Sociology: Concepts and Characteristics*, Fifth Edition, by Judson R. Landis (Belmont, California: Wadsworth Publishing Co. Inc, 1977). Reprinted by permission of the publisher.

PROCEDURE: I present students with population pyramids showing the age and sex distributions of three different types of communities--a college town, a retirement community, and a military base. I then divide the class into small groups and ask each group to speculate on further characteristics of one of these communities, e.g., crime rate, suicide rate, divorce rate, property tax rate, and cultural amenities. I also ask them to imagine they are aspiring young entrepreneurs. Their job is to identify three enterprises they would initiate in the community and three they think would flop. Each group then reports on its conclusions. Since each group possesses all three population pyramids, they can easily follow each other's conclusions and lines of reasoning.

POSSIBLE PITFALLS: None

AS USED BY: Rodney Kingsnorth, Department of Sociology
California State University, Sacramento

COURSE: Introductory Sociology

NOTE: A technique utilizing population pyramids was also received from Brent Bruton and Sue Crull, Iowa State University.

POPULATION PYRAMID GRAPHS

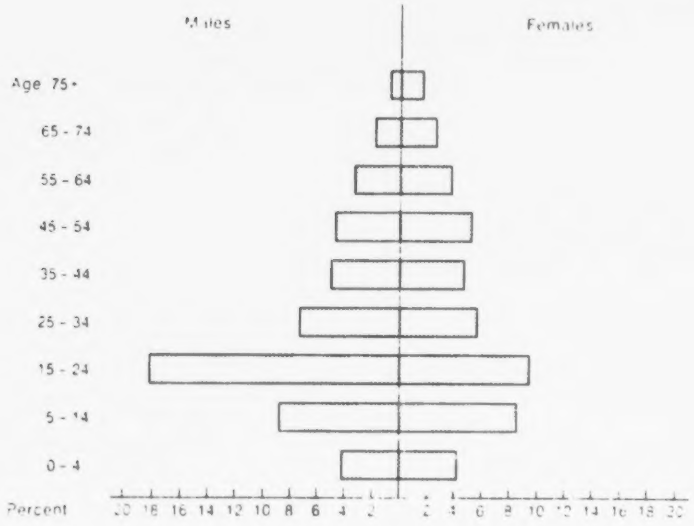
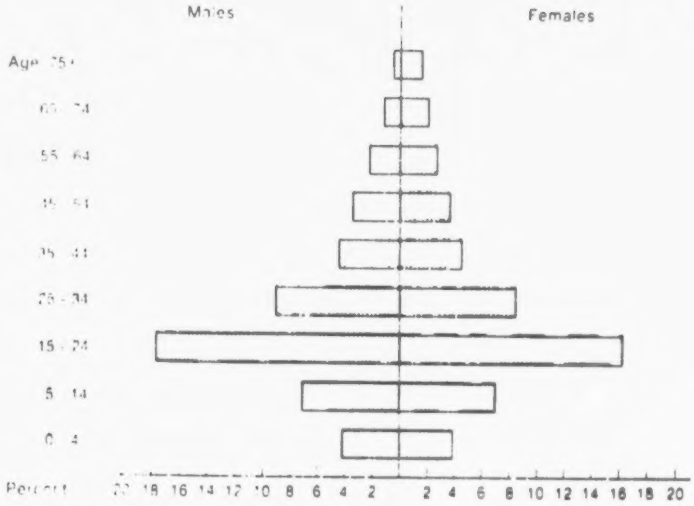


Figure 1

Norfolk, Virginia, 1970

Figure 2

Ann Arbor, Michigan, 1970



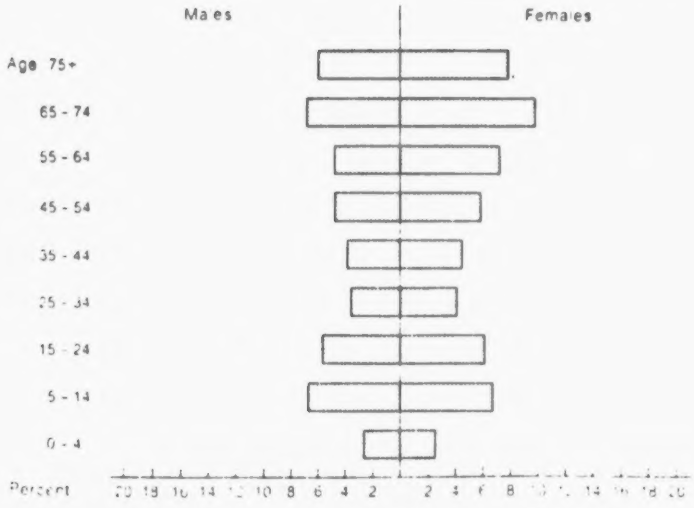


Figure 3

St Petersburg, Florida
1970

From Sociology: Concepts and Characteristics, Third Edition, by Judson R. Landis. c1977 by Wadsworth Publishing Co., Inc., Belmont, California 94002. Reprinted by permission of the publisher.

BEST COPY AVAILABLE

TECHNIQUE 33

CONCEPT AREA: Poverty and Its Definition

TEACHING OBJECTIVE: To illustrate that the federal government's definition of poverty is a conservative one, and therefore, the actual extent of poverty in America is significantly underestimated. The technique can also help to generate lively discussion about which goods/services (and in what quality and quantity) should be considered "necessities" within the context of our society.

REFERENCES: A. Dale Tussing, Poverty in a Dual Economy (New York: St. Martin's Press), 1975.
Characteristics of the Population Below the Poverty Level: 1982; U.S. Bureau of Census.

MATERIALS NEEDED: Blackboard and chalk

ESTIMATED TIME: Depends on amount of discussion/debate you allow. I typically use about 15 minutes.

PROCEDURE: In considering the various definitions of poverty, note that poverty is generally considered in subsistence terms, e.g. "the lack of sufficient economic means to insure adequate functioning."

Ask students to consider a "typical" family of four (father, mother, two children) living in your community, and ask students to help you enumerate those goods and services that this family will require to function at a "minimal level" of adequacy. List on the board as the students state "food," "clothing," "housing," "transportation," "medical care," and so forth. Encourage them to make the list as complete as possible: for example, if your city does not have an efficient mass transit system, a car might be a necessity and would also entail fuel, maintenance and repairs, insurance, etc. If they have not included on their list such items as "entertainment," "telephone," "miscellaneous expenses," etc., ask them if they will allow the family these.

After exhausting the possibilities, next ask students to estimate the monthly cost of each item. Stress again that the estimate should reflect the borderline between "minimally adequate" and "inadequate"--relevant to the community in which you are living. Since there will likely be considerable divergence across the class about costs, write on the board the figure (or figure range) which seems both reasonable and reflects the majority's estimate. Finally, total up the estimates, multiply by 12, and you have the students' defined poverty line estimate.

Specify the current Federal poverty line figure for a family of four. The students' estimate will likely be considerably above (+$2000) the official figure. Encourage discussion (e.g., why is the class estimate so much higher than the government's?, which items might we pare or drop in order to make our estimate more compatible with the official one?, etc.).

INTERPRETATION: The technique logically leads to a discussion on how the official figure is constructed, and the problematic nature of the assumptions made in the construction. Discussion may then follow regarding the social and political consequences of underestimating poverty in American society.

POSSIBLE PITFALLS: None.

AS USED BY: Michael V. Miller, Division of Social and Policy Sciences
University of Texas at San Antonio, TX 78285

COURSES: Introductory Sociology, Social Problems, Social Stratification

TECHNIQUE 34

CONCEPT AREA: Power, Authority, and Function

TEACHING OBJECTIVE: To clarify these concepts by an illustrative linkage.

REFERENCES: These concepts are so widely used, almost any introductory sociology textbook serves as an additional aid. For classic works see, (on power and authority) Max Weber, The Theory of Social and Economic Organization, editor, Talcott Parsons (New York: Free Press, 1964) and (on functionalism) Robert K. Merton, Social Theory and Social Structure (Glencoe, IL: Free Press, 1957).

MATERIALS NEEDED: Only paper, pencil, blackboard and chalk.

ESTIMATED TIME: 45-75 minutes.

PROCEDURE: Begin with conventional definitions of power and authority; then place on the blackboard figure 1, but with the four individual cells empty. Ask your students to copy the figure themselves and to suggest possible entries for each cell.

Following a satisfactory period of figure completion and discussion, proceed to defining the four tabs (functional, dysfunctional, manifest, and latent) on the board with empty cells. Emphasize that although a body may possess legitimate power (cell 1, figure 1), the exercise of that authority may result in the various possibilities of figure 2. Ask your students to consider the death penalty as a case in point, and to suggest illustrations for each cell. Discuss their entries, plus the implications and problems encountered with both models. If time permits, issues other than capital punishment (e.g. stricter drunk driving laws; or decriminalization of drug abuse) can be inserted. A discussion of Max Weber's three authority types (charismatic, traditional, or rational-legal) can be included in the above sequence to fit instructor preferences.

INTERPRETATION: I try to use the above to demonstrate the applicability of sociological analysis - to show how concepts drawn from Weber and Merton can be utilized better to understand the implications of contemporary ideas or policy (e.g. automation, the equal rights amendment, plea bargaining, mandatory-determinate sentencing, etc.).

POSSIBLE PITFALLS: The principal difficulty rests in not being able to fill all four cells of each table. This can be avoided by advance preparation. Another "pitfall" exists in recognizing here, in contrast to the common textbook definition of authority as "legitimated power", that persons may exercise authority (e.g. police making a false arrest) illegitimately.

AS USED BY: Joseph W. Rogers, Department of Sociology and Anthropology,
New Mexico State University, Las Cruces, NM 88003

COURSES: Introductory Sociology, Social Problems, and Criminology

FIGURE 1.

		AUTHORITY	
		YES	NO
POWER	YES	Criminal Justice System (e.g. Police)	Terrorists (e.g. Hijackers)
	NO	Weak Government (e.g. Central America)	Protesters (e.g. "civil disobedience")

FIGURE 2.

	CONSEQUENCES	
CAPITAL PUNISHMENT	MANIFEST (Intended)	LATENT (Unintended)
FUNCTIONAL (Achieves Goal)	Reduces Number of Homicides	Reduces other Violent Crimes (e.g. rape) or Reduces Size of Prison Population
DYSFUNCTIONAL (Detracts from Goal)	Execution of Members of Minority Groups and Lower Social Class	Increase Number of Homicides or Execution of Innocent Person

TECHNIQUE 35

CONCEPT AREA: Presentation of Self, The Front

TEACHING OBJECTIVE: To help students understand the context in which a front is used, the major elements of a front, and the possibility of intentional or unintentional incongruities in a person's front.

REFERENCES: Erving Goffman's The Presentation of Self in Everyday Life. 1959. Garden City, NY: Doubleday Anchor.

MATERIALS NEEDED: Students need a sheet of their own notebook paper.

ESTIMATED TIME: Students need to spend about 15-20 minutes out of class to prepare. The technique takes about 5 to 10 minutes of class time, but the discussion may last for the rest of the class period.

PROCEDURE: Step 1. The class period before the day I wish to use this technique, I give the class a short homework assignment: I ask them to write a paragraph about themselves which begins with the phrase, "You'll know me, I'll be the one who...". I ask them to imagine that they are talking on the phone to someone they will need to meet for the very first time in a public place (such as an airport, or at a convention center), and they are trying to tell this stranger how to recognize them in the crowd. I tell them not to use any cop-outs (by saying, for instance that they'll be wearing a red carnation), but to honestly explain how they could be recognized. I encourage them not merely to report their height, weight, hair color, etc., by telling them a true story: Once when I was making arrangements over the phone with a conference speaker whom we were flying in to campus, the person said that I'd be able to recognize him at the airport because he'll be the one who looks like a cross between Karl Marx and Max Weber! I explain that that self description told me reams more than a simple list of descriptors would, such as height, weight, hair color, etc. It not only told me something about the man's appearance, but it also said a lot about his demeanor and style. As it turned out, I recognized the man the moment I laid eyes on him. I caution the students that I will be collecting their self descriptions, so they should not write anything so personal that they would be embarrassed to have someone else read it.

Step 2. At the beginning of the class period in which I plan to use the technique, I collect all the self descriptions from the class, shuffle them, and redistribute them to the students. I ask the entire class to stand up, walk around the classroom, try to find the person who wrote the self description, and return it to its author. I mill around the room with the students, and help those who cannot find the author of their paragraph. By processes of elimination, all authors are finally located. Then I lead the class in a discussion of a person's presentation of self: their front.

INTERPRETATION: First, I discuss the fact that encounters of the kind I asked them to imagine (i.e., encounters that involve anticipated interaction with an important stranger) are the kind that particularly call forth a person's front. I contrast this with "backstage" settings where they would most likely discredit the impression they are trying to make with their front. Next, I ask them to tell me the types of things people tend to mention when describing their front. I write their responses on the blackboard, and show them that these items basically fall into three groups: setting (the scenery and stage props, such as standing by the pop machine, smoking a cigarette, carrying a brief case), appearance (cues to a person's social status such as age, beauty, sex), and manner (gestures that indicate the interaction role the person is intending to play, such as haughtiness, friendliness, shyness). Next, I ask the class to tell me what they think is the typical college student front (answers usually include jeans, topsiders, backpacks, and a friendly, carefree manner). I ask them how they think a woman's front would probably differ from a man's (in my classes, women mention how "dressy" their clothes are, whether they wear jewelry, how big or small parts of their body tend to be, whereas men tend to mention their hair style, jock-like characteristics, and friendly, open manner). And finally I discuss the possibility of incongruities in the front: how we sometimes ruin the impression we want to give (e.g., savoir-faire) by the impression we give (e.g., nervousness), and how we sometimes intentionally create incongruities in our front to make ourselves more noticeable and interesting (e.g., the "Dewar's Profile" advertisement that shows a busy woman executive who claims that her favorite book is the "Diary of Anais Nin ,"or another liquor ad that shows a sexy hunk in a shaving wrap who turns out to be a concert violinist).

POSSIBLE PITFALLS: It is possible that a student may be embarrassed by having another student hunt for the author of his/her self description. However, I try to guard against this possibility by telling the students not to write anything so personal that they would be embarrassed to have someone else read it. In fact, I have never noticed great embarrassment. To the contrary, the students seem to have a lot of fun with the exercise. On the other hand, shyness can be a problem with some classes. Sometimes the students are too shy to give examples when I ask them questions about the elements of a front. To guard against this problem, I always come to class with a handful of really funny and illustrative self descriptions written by members of last semester's class (I ask students' permission to let me have their self descriptions, but never require it. Names are never left on the paragraphs.)

AS USED BY: Wendy J. Harrod, Department of Sociology and Anthropology,
Iowa State University, Ames, IA 50011

COURSES: Social Psychology, Sex Roles, Socialization

TECHNIQUE 36

CONCEPT AREA: Prison Riots, Collective Violence

TEACHING OBJECTIVE: To illustrate the different stages in a prison riot, and to generate discussion about the possible causes of prison riots.

REFERENCES: Colvin, Mark, 1982. "The 1980 New Mexico Prison Riot". Social Problems. 29:5;
Fox, Vernon, 1971. "Why Prisoners Riot". Federal Probation. 35:1;
Hartung, Frank E. and Maurice Floch, 1956. "A Sociopsychological Analysis of Prison Riots: An Hypothesis". Journal of Criminal Law, Criminology and Police Science. 47:1;
New York State Special Commission on Attica, Attica (Bantam Books, 1972).
Wicker, Tom. Attica: A Time To Die (Ballantine, 1975).

MATERIALS NEEDED: Slides made from the forty photographs in New York State Special Commission on Attica, Attica (between pages 248-9), slide projector, screen.

ESTIMATED TIME: One or two 50 minute classes, depending on length of slide presentation and amount of discussion generated.

PROCEDURE: This project uses slides of the 1971 Attica prison riot to illustrte five basic stages in the evolution of a prison riot. I had slides reproduced from the forty photographs in Attica. This is not a technically complicated task; check with your school's audio-visual department for assistance. Before showing the slides I present an overview of the five stages of most prison riots: (1) Period of violence and seizing of hostages; (2) Emergence of inmate leaders and organization of administration response team; (3) Negotiation between inmate leaders and administration, including presentation of grievances and/or appeal for public support; (4) Inmate surrender either peacefully or through use of force by prison authorities; (5) Subsequent investigation by state/federal officials into the causes of the riot.

After prsenting the above model of prison riots I show the Attica slides, arranged to illustrate these five stages. I found it necessary to change the order of the forty photographs as they appear in Attica.

Following the slides presentation I raise the following sorts of questions: what caused the Attica riot? should New York officials have acted differently in responding to the riot? in what ways is Attica similar/different from prisons in your state? What social conditions in a large prison could cause a riot?

INTERPRETATION: The discussion inevitably leads to a long list of prison conditions that appear as important causes of a riot. Students generally list the following: overcrowding, guard brutality or unfairness, ineffective prison administration, unfair rules, ineffective rehabilitation programs, inadequate medical care, bad food, low inmate wages, unjust parole decisions, differential sentencing, racism, inadequate funding, limited inmate contact with the outside world, etc.

While writing the list of "causes" on the board I cite actual examples from Attica (e.g., inmate wages averaged 30 cents a day, an all white correction staff in an institution where 54 percent of the inmates were black, etc.) After the list is completed I emphasize that the students have actually suggested an hypothesis for prison riots. I call it a "powderkeg" hypothesis, suggesting that the inadequacies in a large, industrial prison can lead to an eventual riot, much like powder sealed in a container that ignites. I then point out that the students' "causes" are essentially the same as those expressed by the New York State Special Commission on Attica.

It is important to emphasize that the powderkeg hypothesis is not the only explanation for a prison riot. For example, Hartung and Floch (1956) and Colvin (1982) focus on changes in inmate social structure and administration disorganization as significant causes for prison riots. Moreover, some prisons (e.g. Southern prison farms) experience severe problems, yet have few if any riots.

POSSIBLE PITFALLS: The only real problem arises if the instructor knows little about the Attica riot. Reading the New York State Special Commission on Attica (1972) or Wicker (1975) solves the problem.

AS USED BY: Roger C. Barnes, Division of Social and Policy Sciences
University of Texas at San Antonio, TX 78285

COURSES: Introductory Sociology, Collective Behavior, Criminology

TECHNIQUE 37

CONCEPT AREA: Racial and Ethnic Stereotypes

TEACHING OBJECTIVE: To demonstrate the rigidity and absurdity of commonly held racial and ethnic stereotypes.

REFERENCES: Joseph Hraba, American Ethnicity, (F.E. Peacock Publishers, Itasca, IL) 1979.

MATERIALS NEEDED: Recordings of the following comic monologues: "Black and White Lifestyles" by Richard Pryor (from the album "That Nigger's Crazy"), "Myths" and "A Little Chinese" by Eddie Murphy (from the album "Eddie Murphy").

ESTIMATED TIME: One class period.

PROCEDURE: I begin by pointing out that stereotypes are an essential part of prejudicial attitudes. I then define stereotypes as rigid mental images that summarize whatever is thought to be typical or common about a racial or ethnic group. Next, I argue that stereotypes are not often checked against reality or modified by experiences that may contradict the rigid, inflexible image. If a member of a racial or ethnic group contradicts the stereotype, a prejudiced person usually assumes that this person is the exception that proves the rule.

After this discussion, I tell the class that ethnic group comedians are especially adept at exposing the rigidity and absurdity of stereotypical generalizations. To illustrate this point, I play Pryor's monologue, "Black and White Lifestyles" in which Pryor plays on the absurd stereotypes that blacks have of whites and vice versa. After the monologue, I compare the elements of the two stereotypes and point out their absurdity. Then I play the "Myths" monologue by Murphy, which further exposes the faultiness of the stereotypes that whites hold about blacks. This time, I require the students to point out the absurdity of the stereotypes. Finally, I play Murphy's "A Little Chinese" in which Murphy himself stereotypes the Chinese ethnic group. After this monologue, I point out how easy it is to engage in stereotypical thinking, especially along racial and ethnic lines.

POSSIBLE PITFALLS: Pryor's and Murphy's language may offend some students. It is therefore especially important to get the sociological point across in order to overcome these students' reluctance to listen to this type of material.

AS USED BY: Brad J. Stewart, Department of Sociology
University of North Dakota, Grand Forks, ND 58202

COURSES: Introduction to Sociology, Social Psychology, Race and Ethnicity

TECHNIQUE 38

CONCEPT AREA: Relative Deprivation and Reference Groups

TEACHING OBJECTIVE: To provide students with a concrete example of how social rules can produce discontent among individuals one would normally expect to be very satisfied.

MATERIALS NEEDED: None.

ESTIMATED TIME: Five minutes at most. It actually allows me to use some of the time spent explaining grading to teach a basic sociological concept.

PROCEDURE: During the quarter I give three one-hour exams and a comprehensive final (2 1/2 hours and half the final grade). The third exam is held on next to last day of the quarter. I tell the students that on the last day of class I will let them know where they stand before the final. That is some will have an "A", I write the "A" on the board. Some will have a "B", it is written on the board. Continue with "C", "D", and "F".

I then ask the students who will be most dissatisfied in the class at this point. The great majority say those with an "F".

I then say but, those with an "A" at this point will have an "A" for the course and will be exempt from the final. I again ask who will be most dissatisfied and a majority indicate those with a "B", especially those with a "B+".

From this point you can spend time discussing several "rebellions" that are explained in terms of relation deprivation. Some examples:

1. Which Blacks rioted in the cities during the 60's.
2. Which Whites voted for George Wallace for President.
3. The negative relationship between the price of cotton and the lynching of Blacks in the South since Civil War to World War II.

POSSIBLE PITFALLS: Some schools restrict the use of exams the week before finals. Also grade distribution on final is somewhat lower.

AS USED BY: James H. Gundlach, Department of Sociology
Auburn University, AL 36849-3501

COURSES: Introductory Sociology

BEST COPY AVAILABLE

TECHNIQUE 39

CONCEPT AREA: Role Expectations and Performance

TEACHING OBJECTIVE: To help students better understand role behavior by examining situations of embarrassment as breakdowns in role performance.

REFERENCES: This exercise is adapted from Edward Gross and Gregory P. Stone, "Embarassment and the Analysis of Role Requirements," American Journal of Sociology, Vol. 70 (July, 1964), pp. 1-15.

PROCEDURE: To replicate the Gross study, I begin by requesting that students write a paragraph describing their "most embarrassing moment." I instruct them not to include any names on their papers. I have found that students seem more willing to write about episodes to be read in class if they know they do not have to be identified personally with it. Five minutes are allowed to complete the paragraph.

The slips of paper are then collected, shuffled, and passed out so that each student can read an episode written by another class member. Volunteers are solicited to read aloud the descriptions which they have before them.

At the end of the exercise, I summarize some of the technical points in the article. For example, Gross and Stone found that embarrassing moments fit roughly into three categories which correspond to essential stages in effective role performance. These are establishing identity, maintaining poise, and maintaining confidence. I also emphasize the general role theory notions of role expectations as well as the sense of personal discomfort derived from violation of these expectations. The class usually has lots of fun with this exercise.

AS USED BY: Michael Mend, Department of Sociology
California State University, Fullerton, California

COURSE: Introductory Sociology

TECHNIQUE 40

CONCEPT AREA: Roles and Socialization (Also Self Concept)

TEACHING OBJECTIVE: To demonstrate a sociological perspective on the psychological concept of personality.

REFERENCES: Orville G. Brim, Personality Developments in Children. (Austin, Texas: University of Texas Press, 1960). A shortened version is reprinted in W. Richard Scott (ed.) Social processes and Social Structures: An Introduction to Sociology. (New York: Holt, Rinehart, and Winston, 1970). pp. 127-157.

PROCEDURE: This is a modification of the "Who Am I?" test. First, students are asked to number from 1-10 on a sheet of paper. Then students are asked to write ten statements or answers to the question "Who Am I?" After they have done this, I proceed to present the idea developed by Brim that the trait approach to the concept of personality is inadequate to explain social behavior. Usually some students in the class have taken some kind of personality inventory that presents a profile of their personality in terms of various dimensions or traits such as aggressiveness, masculinity-femininity, etc. After reviewing this approach I present Brim's idea of personality as role learning. Then I ask the students to code their own list of ten statements about themselves in terms of whether each response is an example of a trait (such as, I have red hair, am shy, etc.) or a role (such as, I am a daughter, student, wife, etc.). After they have attempted a rough coding procedure, I ask them to count the number of role responses after which we take a straw vote on how many gave 50, 70 or more percent of their responses in terms of roles.

Based upon having done this several times, Brim's thesis is demonstrated by the students' responses since most of them see themselves in terms of the roles they perform. Here I discuss the implications of this in terms of what Brim calls role saliency and role flexibility. Students are also asked when they think people might be more aware of their traits than their roles, for example, times of drastic changes in self-image based upon physical changes.

POSSIBLE PITFALLS: Coding responses as traits or roles is not always clear-cut.

AS USED BY: William T. Clute, Department of Sociology
University of Nebraska, Omaha, Nebraska

COURSES: Introductory Sociology, Social Psychology, Social Organization

NOTE: A similar technique using the "Who Am I?" test was received from Brent Bruton and Sue Crull, Iowa State University.

TECHNIQUE 41

CONCEPT AREA: Sampling Distribution (Binomial)

TEACHING OBJECTIVE: 1) To provide a concrete example of a sampling distribution; 2) to demonstrate the statistical properties of such a distribution, specifically, that the mean of the sample statistics (proportions in this instance) is equal to the underlying population parameter and that 95% of the sample results lie within plus or minus two standard deviations of the sampling distribution mean; 3) the exercise also provides experience with multi-stage, systematic sampling and the use of a random numbers table; 4) sampling frame bias can also be discussed.

REFERENCES: This exercise was developed to accompany Earl R. Babbie's discussion of sampling in Chapter 7, The Practice of Social Research. See references in that chapter.

MATERIALS NEEDED: Blackboard, and a "student assistant" with a pocket calculator.

ESTIMATED TIME: Two and one-half 50 minute sessions.

PROCEDURE: As a homework assignment, students are asked to draw multiple samples (normally, I require two) of residential street numbers from the white pages of the local telephone directory. Each sample is to consist of 10 street numbers, e.g., 112 Pine Street, 336 Wyndham Drive, 1003 Hilbert Avenue, etc. Students are then asked to calculate the proportion of even numbered residential addresses in each sample. This sampling element was chosen because students typically agree that the true population parameter is likely to be 0.5, i.e., half the residences in their community probably have an even street number. Problems with the sampling frame, e.g., unlisted numbers at some residences and multiple listings at apartment buildings, can be noted.

The samples are drawn with a three stage, systematic sample. Students are asked to select page numbers, column numbers and random starts using the random numbers table in Babbie's text. (Copies of the assignment can be obtained from the author.)

INTERPRETATION: In the next class, each student reports their sample statistics orally. The resulting distribution is graphed on the blackboard by the instructor. (The "student assistant" records the results in the pocket calculator and prepares to calculate the mean and standard deviation of the distribution.) It is useful to remind the class that they are building a distribution of sample results, i.e., a sampling distribution. When the distribution is completed, I ask what they believe the true population parameter to be. Next I ask what statisticians say is the relationship between the sampling distribution of a proportion and the true population parameter. The student assistant is then asked for the mean of the sampling distribution their efforts have created. (This can be done with high drama!) The result is compared with 0.5 and discussed. (Some students may volunteer that the mean of the sampling distribution will equal exactly the population parameter only when there are an infinite number of samples.)

Next, I request of my assistant the standard deviation of the sampling distribution. Plus and minus two deviations are calculated and superimposed on the graph. We discuss the fact that roughly 95% of the class's individual sample statistics lie within two deviations of the distribution's mean. The formula for the standard error of a sample proportion is recalled from Babbie's discussion in Chapter 7. I note the resemblance between this formula and that of the standard deviation of the sampling distribution. I then discuss how the sampling distribution's standard deviation can be used to calculate confidence intervals around the sample statistic.

POSSIBLE PITFALLS: For even the most able students, grasping the relationship between the properties of the standard deviation of the sampling distribution and the sampling error of the statistic is the most difficult intellectual task. This is confounded by an almost inevitable confusion between standard deviations and standard errors. (Babbie does not discuss univariate statistics, including the standard deviation, before he discusses sampling.) I find it helpful to review the meaning of the standard deviation, before beginning the discussion of sampling distributions. I also follow this assignment with several others in which students must calculate confidence levels and confidence intervals to solve "practical" problems (e.g., if 15 Hostess Twinkies baked by factory X are chocolate in a sample of 100, how many of the daily production of 10,000 are chocolate and how certain are you?)

AS USED BY: Walter Broughton, Associate Professor of Sociology
Marywood College, Scranton, PA 18509

COURSES: Research Methods, Statistics

TECHNIQUE 42

CONCEPT AREA: Secondary Data

TEACHING OBJECTIVE: To illustrate what is meant by secondary data and to raise the ethical question of the possible misuse of such secondary data sources.

PROCEDURE: The subject of secondary data is introduced as follows:

1. Ask students to take out their wallets.
2. Ask students to take from their wallets all cards which represent a file of any kind which is kept on them for the special purpose indicated by the card. (Exclude mere club memberships and subscriptions.) The file should amount to a dossier of information of some kind.
3. Ask the students to volunteer examples of the cards they have and make a list of all the different examples offered. The list will exceed the space available on most blackboards!
4. When the board is full, stop and make the following basic points:
   - a. the varieties of secondary data are extremely numerous
   - b. the dangers of misuse of such data are extremely widespread, in part because of lack of protections for the dozens of files existing on most people.

This leads into a discussion of the varieties of data used by social scientists.

SPECIAL APPLICATIONS: Appropriate mainly to introductory courses.

POSSIBLE PITFALLS: The major pitfall is that it can easily be expanded to take more time than it's worth.

AS USED BY: Henry C. Finney (also Frederick Schmidt and Laura Fishman)
University of Vermont, Burlington, Vermont

COURSES: Introductory Sociology

85

TECHNIQUE 43

CONCEPT AREA: Sexism, Gender Stratification

TEACHING OBJECTIVE: To demonstrate how two sexist theories of the evolution of gender stratification are value-laden in opposite directions.

REFERENCES: Harris, Marcin. 1866. Cannibals and Kings. New York: Random House.
Morgan, Elaine. 1972. The Descent of Woman. New York: Stein and Day.
O'Kelley, Charlotte. 1980. Women and Men in Society. New York: D. Van Nostrand.
Richmond-Abbott, Marie. 1983. Masculine and Feminine: Sex Roles Over the Life Cycle. Menlo Park, California: Addison-Wesley.

MATERIALS NEEDED: Videocasette recorder, Videotape: Understanding Sex Roles-Tape 1A: Gender Stratification. May be rented or purchased through Sociology Family Studies at the University of North Colorado.

ESTIMATED TIME: 15 minutes-lecture, 15 minutes, videotape, 20 minutes-discussion.

PROCEDURE: Begin with a brief discussion of the concepts of evolutionary theories of sex role stratification and sexist assumptions of theories. Define sexism. Show the tape. Get the class response--ask for example: "What were the underlying assumptions of the two theories?" "How do they relate to our current conceptions of male and female roles?"

INTERPRETATION: By reviewing the concept of sexism and discussion gender stratification theories before you show the tape, you set the context for the discussion. The theories are Marvin Harris' Warfare Complex and Elaine Morgan's Descent of Woman. Harris' theory focuses on males and masculine-associated traits as the central determinant of sex role stratification. Morgan's approach stresses the central role that women's activities and development play in human evolution. The theory illustrations are exaggerated and presented in a humorous manner in the tape to underscore the point. For example, in the Harris sketch, the female primitive hasn't developed speech and the male has, and vice versa for the Morgan presentation. After the tape is shown, the major point to be made is that both theories are equally sexist, but one is considered part of accepted anthropological theory (Harris), and the other (Morgan) is not taken seriously. In fact, the predominance of theories that use some version of male-centered activities as evolutionary determinants reflects both ethnocentrism and sexism in this category of theory. Questions and comments that come up during class discussion involve the issue of how much of evolutionary theory is based on conjecture and influenced by the culturally influenced attitudes of the theorist.

POSSIBLE PITFALLS: The class usually has difficulty understanding why either theory is taken seriously. The point must be stressed that only one, the masculinist approach is considered a credible explanation, yet they are both equally sexist theories.

AS USED BY: Pamela Hewitt Loy, Director of Family Studies, Sociology Department
University of Northern Colorado, Greeley, Colorado 80639

COURSES: Introductory Sociology, Sex Roles, Anthropology, any Women's Studies course, Sociological Theory, and Social Stratification

TECHNIQUE 44

CONCEPT AREA: Sexism, Sex Roles

TEACHING OBJECTIVE: To sensitize students to the subjectively experienced consequences of living in a patriarchal society.

PROCEDURE: I ask the students to get comfortable so that we may go on an imaginary journey. We begin the journey by imagining we live in a world which from the beginning and into the forever is managed, controlled, owned and enjoyed by women. This world takes for granted the Divine Mother, the linguistic generic she, the superiority of the female, the innate nurturing instinct of the male, etc. I speak on creating a matriarchal society in the imaginations of the students. Then, I say "You are on an airplane with your spouse going to a convention. If you are a female, you are going as a representative; if a male, you are going along with your wife." I continue to describe the trip and the convention with total sex role and power reversal. Then, I request them to reboard the airplane, and let their imagination take them wherever it will. After a while, I suggest we return to the world we do in fact inhabit and share experiences.

Several kinds of experiences are normally shared. For example, some women report feeling exhilarated, powerful, free and capable of accomplishing anything for the first time in their lives; others report feeling resentful of, sorry for, or bored by their husbands. Some men report relief at not having to perform, and pleasure in being taken care of; others express anger and resentment ("it's not fair"). Other students report they can't get into the trip at all--they just can't conceive of such a world.

I have found that this imaginary trip does more to break down stereotypes ("all men/women feel/think the same way") and to sensitize each gender to the life experiences of the other, than hours of lecturing and/or readings about sexism.

POSSIBLE PITFALLS: None--unless the professor is unable/unwilling to get into the imaginary world.

AS USED BY: Laurel Richardson Walum, Department of Sociology
Ohio State University, Columbus, Ohio

COURSES: Sex Roles, American Society

NOTE: A technique using role reversals was also received from Jim Stemler, University of Portland. In this technique, he passes out copies of an article by Theodore Wells, "Woman", Newsletter of the Association of Humanistic Psychology, Vol. 7 (December 1970), Issue No. 3. This article describes male-female experiences in reverse order. After they have read the article, he then leads them in a discussion of what it means to be a male or a female in our society.

A technique received from John Hoerner, Indiana University-Indianapolis, utilizes an opposite strategy to examine sex roles. He plays the devil's advocate by describing women's roles from a "male-chauvinist" perspective; for example, "a woman cannot act feminine and still be a leader," and "women are taking jobs away from men who need work because they are heads of families," and "women have evolved as emotional-nutritive people while men have evolved as intellectual-task oriented people which explains why most philosophers, scientists, inventors and leaders have been men." He then steps out of that role and goes back over the points mentioned to examine sexist biases.

TECHNIQUE 45

CONCEPT AREA: Social Control and Extra-Legal Factor in Police Decision Making (Also Social Class, Discrimination, Curbside Justice)

TEACHING OBJECTIVE: To sensitize students to possible biases (demeanor, social class, clothes, etc.) on the decision making of police or other agents of social control. One could with minor modification of the class handouts also explore for sex and ethnic group differences.

REFERENCES: The original stimulus for this exercise came from the Piliavin and Briar field study "Police Encounters with Juveniles", American Journal of Sociology, Vol. 70 (September, 1964), pp. 206-214. The excerpts in the class handouts have been adapted from Helen M. Hughes (ed.) Delinquents and Criminals (Boston: Holbrook Press, 1970), pp. 18-20.

MATERIALS NEEDED: The two attached forms of Hypothetical Police-Youth Encounters.

PROCEDURE: This exercise should be carried out before the class has had a chance to do much reading on the topic of police encounters with juvenile offenders. The exercise consists of two different descriptions of young boys caught in the act of stealing a car. The main difference is in the social class and general demeanor of the two boys. Each description is followed by a choice of five alternatives for handling the situation.

I begin by distributing the police-youth handouts (forms A and B) to the class so that they are unaware that two forms are being administered. I usually give form A to the front half of the class and form B to the back half. After allowing time to complete the assignment, I collect them, keeping the two forms separate. The forms are then quickly tallied. The typical pattern of response shows students to be more lenient to the "cooperative-straight" appearing youth than the "uncooperative-hood" appearing youth. Students also typically think real police officers would be less lenient in both situations than they usually are.

Discussion is directed at the ethical-legal issues involved in injecting extra-legal criteria into legal decision making. During the discussion I raise the following questions: Can we have high confidence in police statistics if only some criminal activity is officially reported? Is this finding evident in other social settings? Have any of their personal experiences confirmed this finding? Following class discussion, the original Piliavin and Briar study is assigned for reading.

POSSIBLE PITFALLS: None known.

AS USED BY: Lloyd W. Klemke, Department of Sociology
Oregon State University, Corvallis, Oregon

COURSES: Juvenile Delinquency, Deviant Behavior and Social Control

A
HYPOTHETICAL POLICE-YOUTH ENCOUNTER

Denny Edwards had just turned the key of the Buick and was backing slowly out of a parking space when he was blinded by the glare of a flashlight. At the same time, the rear view mirror above him showed the whirling blue light of a police car. The officer on the sidewalk opened the door of the Buick and looked closely at the boy in the driver's seat.

"Is this your car?" the policeman asked as he motioned for Denny to get out.

"Nope." Denny slouched against the fender of the car and snapped his fingers to an imaginary tune.

"Then what were you doing in it? How old are you?" As he questioned Denny, the officer opened a black notebook and began recording information from the driver's license the boy had given him. The policeman noted, too, the leather jacket marked with the crest of the Dragons, a local teen-age gang. "And stop snapping your fingers when I'm talking to you!" he said severely.

Denny shrugged and looked up resignedly, "I was just sitting here waiting for someone."

"Does he own the car?" the officer inquired somewhat impatiently.

"Hell, no, I don't know whose it is, but the dumb jerk left his keys." Denny's words were accompanied by more finger snapping, and his face was almost expressionless.

How do you think you would handle this situation if you were the police officer?
(Place an X below to indicate your decision.)
Briefly explain why you would choose this particular action on the back of this sheet.

How do you think most police officers would handle this situation?
(Place an O below to indicate your decision)
Briefly explain why you feel police would take this action on the back of this sheet.

Possible Ways of Handling the Situation

Your Decision	Most Police Would		
________	________	1.	Talk to and release youth.
________	________	2.	Talk to and release youth but make an informal report.
________	________	3.	Make an official report (for a juvenile court hearing) and take youth home.
________	________	4.	Make an official report (for juvenile court hearing) and take youth to police station before notifying parents.
________	________	5.	Make official report and confine youth in a detention facility.

B

HYPOTHETICAL POLICE-YOUTH ENCOUNTER

Denny Edwards reached for the ignition of a station wagon. He was backing slowly out of the parking space when he became aware of a vehicle moving towards him. Denny recognized the shape of a police car, and he hastily drove the car forward into its original position. As he opened the car door, Denny heard the officer's voice, ordering him to come out.

Denny trembled visibly as he looked up and saw the policeman's hand held out for the boy's driver's license. Denny stuttered, "I wasn't going anywhere. I just wanted to see how the car felt."

The officer looked at the blond youngster standing in front of him. "How old are you, son?" the policeman asked in a gruff but not unkind voice.

"Sixteen, sir," Denny replied, nearly crying. "And my father will kill me if I get in trouble!"

The boy was dressed in clean slacks and a plaid wool shirt. The fear in his face was plain to see.

"Then why don't you stay away from other people's cars?" the policeman barked.

How do you think you would handle this situation if you were the police officer?
(Place an X below to indicate your decision.)
Briefly explain why you would choose this particular action on the back of this sheet.

How do you think most police officers would handle this situation?
(Place an O below to indicate your decision)
Briefly explain why you feel police would take this action on the back of this sheet.

Possible Ways of Handling the Situation

Your Decision	Most Police Would		
________	________	1.	Talk to and release youth.
________	________	2.	Talk to and release youth but make an informal report.
________	________	3.	Make an official report (for a juvenile court hearing) and take youth home.
________	________	4.	Make an official report (for juvenile court hearing) and take youth to police station before notifying parents.
________	________	5.	Make official report and confine youth in a detention facility.

TECHNIQUE 46

CONCEPT AREA: Social and Cultural Change, Functionalism

TEACHING OBJECTIVE: To allow students to see how change in one part of the society can trigger changes in the other parts of the society.

REFERENCES: Some figures on the impact of oil in the economy may be helpful.

MATERIALS NEEDED: None.

ESTIMATED TIME: One class period.

PROCEDURE: Divide the class into groups of 5 or 6. When the groups are assembled (usually a circle of 5 or 6 seated students) tell them to have one person be a spokesperson who will be prepared to share the findings of the group with the class later on. This person should record the findings of each group.

Tell the class to take down the following scenario. A great explosion has occurred in the Middle East and all the known oil reserves have been wiped out there. Existing supplies in other parts of the world (including this country) are in limited supply and subject to governmental rationing. How will this situation affect:(a) the types of jobs you will be getting into;(b) relations with family members including parents and grandparents;(c) forms of recreation? Allow at least 20 minutes for group discussions. I like to circulate around the class as groups are discussing and to take a look at lists of changes that are being compiled. Some will ask me how they are doing and I will make a comment such as, "It really looks like you are getting into it."

Only where a group is progressing slowly do I take a more active role. In a class of six groups for example, one group may be stalled. Here, looking at the list, which is always limited in this case, I try to suggest new possibilities. For a group which just says there will be less jobs in oil and autos, I ask them if they know where plastics come from. This triggers thinking of oil derivatives in medicine, clothing and toys. About half the group in this stalled category will respond to this "priming of the pump" by the instructor.

INTERPRETATION: When it comes time to share, most groups will respond along functional lines of analysis. Typical responses see a decline for existing occupations and more turning to traditional, less skilled work roles, more familiar contact in the direction of extended families, less travel and less recreation based on gadgets.

POSSIBLE PITFALLS: Some groups will deal with the oil impasse as a challenge and deal with all kinds of alternative ways of getting large amounts of energy. These may appear to range from the ingenious to the fanciful. Finally, a few individuals may become indignant and say that no such situation could ever occur.

AS USED BY: Richard Paul Hurzeler, Department of Sociology
Stephen F. Austin State University, Nacogdoches, TX 75962

COURSES: Introductory Sociology

TECHNIQUE 47

CONCEPT AREA: Social Interaction Analysis; Dramaturgy

TEACHING OBJECTIVE: To enable students to see and discuss vivid examples of basic concepts used in sociological analysis of interaction, by watching their classmates act out a short script.

REFERENCES: Erving Goffman. 1959. The Presentation of Self in Everyday Life.
Erving Goffman. 1967. Interaction Ritual.
Erving Goffman. 1984. Sociology, Chpt. 5 Social Interaction (the only introductory textbook I know that covers altercasting.)

MATERIALS NEEDED: Enough copies of a script (either the attached or one of your own) for the actors and other class members. It can be acted out in a space the size of the front of most classrooms.

ESTIMATED TIME: Ten minutes to get volunteer "actors" (five) from the class and give them their directions. Three to five minutes to act out this script. Twenty to thirty minutes for class discussion of the interaction depicted in the script.

PROCEDURE: Some of these directions apply just to the script shown here. If you use your own or a scene from a play or novel, alter them accordingly.
(1) Prior to doing this exercise give your basic lecture on analysis of social interaction (e.g. symbolic interaction and exchange theory) and have students read their textbook or other source on it.
(2) Tell class that they will now have a chance to examine a short social interaction from a sociological perspective--they will watch their classmates act out a short script and then analyze it. Get volunteers to play each role (five in this script).
(3) Take actors aside, give them copies of the script and basic directions about how to play their characters. They should read their lines and are not expected to memorize their lines. The key to this script's interaction is Mark (the main character), a "wise-ass" kid who wants to look "cool" in front of the girls, get on the good side of his supervisor but knows little about cameras, and could care less about customers, especially if they aren't there to buy something. The older woman (the customer) should at first wait patiently, then be a little annoyed at the lack of service, and then get irritated with Mark's service and attitude. The other characters are straight-forward.
(4) Let the actors perform the script while the rest of the class observes.
(5) At the end of the script the actors go back to their seats and may participate in the class discussion.
(6) Instructor starts discussion/analysis of script's interaction, perhaps by asking if anyone saw examples of the dramaturgical concepts/processes. It may be helpful at this point to pass out copies of the script to the entire class, so they can see the dialogue as it actually happened.

INTERPRETATION: The analysis of this script should lead to some of the following observations or interpretations:
(1) This "set" lacks a "back stage" region. The conversation and behavior of Mark and the teenage girls is appropriate in an employees' lounge (backstage), but not while they are working and in plain sight of a customer waiting for service (front stage).
(2) Mark's first three lines spoken to the older woman illustrate role distance.
(3) There are two examples of altercasting. The woman's first two lines attempt to get Mark to move into the status/roles of salesman/camera expert. Later, when Mark's supervisor appears and asks the woman if something is wrong, Mark quickly answers

first and sets the supervisor up in the role of a real camera expert rather than someone the woman can complain to about Mark's unhelpful behavior.
(4) Mark's final bit of impression management comes in his last statement to his supervisor. He wants to impress him, so he pretends to be very concerned about helping customers better and suggests that a sales staff training session be held.
(5) Mark's body language changes considerably from when he's joking with the girls, dealing with the old woman, and in the presence of his supervisor.
(6) He tries to hide his own lack of camera knowledge and experience by trying to make the woman appear foolish and at fault.
(7) From an exchange perspective, each person Mark interacts with has a different reward potential for him, and he alters his behavior accordingly.

POSSIBLE PITFALLS: Class members might be too reticent or self-conscious to volunteer for parts or may not do an adequate acting job. If instructor makes up an original script or takes one from play or novel, try to keep it simple and not too elaborate in terms of cast, props, and set.

AS USED BY: Charles Jaret, Department of Sociology
Georgia State University, Atlanta, GA 30303

COURSES: Introduction to Sociology

SOCIAL INTERACTION SCRIPT

Mark is a 17 year old employee working in the photography department of a fine department store in your community. He is leaning across the far end of the photography department counter near cosmetics, joking with, teasing, and flirting with Jane and Pam, two teenage girls who work in that department. At the front end of the photography department an older woman has been standing a while, trying to get Mark's attention, but he is pretending not to have noticed her and he continues to talk with the girls.

Mark and Girls: (Actors improvise for a while, joking, teasing, flirting)

Woman: Young man?

Mark: Who me?

Woman: Yes you, I assume you are the salesman in this department.

Mark: I guess I am.

Woman: What was that?

Mark: They tell me I am. (To the girls: I gotta go be a salesman.)

Woman: Well I'm having difficulty with this camera (use a book as a prop) I bought here. I've taken three rolls of photographs and the pictures all turn out too dark. I don't know what's wrong. Maybe I'm not doing something right, or maybe it's the camera. Maybe there's something wrong with it. Would you please check it?

Mark: (Taking camera) This camera? It doesn't look broken and Canon's a good camera.

Woman: Yes, but my pictures are too dark.

Mark: (a little sarcastically) You gotta keep your fingers out of the way when you shoot. Do you know how to use this camera?

Woman: Yes. I followed the directions carefully.

Mark: Did you turn on the automatic flash?

Woman: Yes.

Mark: Maybe you used the wrong kind of film. (He briefly glances at the camera). The shutter works. Let me see one of your photos.

Woman: I didn't bring any with me.

Mark: Well, I don't see how I can help you without seeing what your pictures look like. You should have brought them.

Woman: (Getting a little angry) Look here, I'm telling you there's something wrong with this camera and I want you to check it and find out what the problem is.

Mark's supervisor overhears part of this last comment and comes over.

Supervisor: Ma'am, is there something the matter?

Mark: I've been helping her, sir. This is Mr. Jackson, he's an expert on these kinds of cameras and will be able to tell you if there's anything wrong with the camera right away.

The supervisor looks over the camera a minute, sees something wrong, takes out a part, and replaces it. He then gives it back to the woman and she leaves.

Supervisor: Was there a problem here before I came over?

Mark: Oh no, she's a nice old lady. But you know something--it might be a good idea if the sales staff attended a training session to learn more about how these cameras work and repairing them. Then we'd be much better able to serve our customers.

Supervisor: That's a good idea, Mark, I'll look into it.

TECHNIQUE 48

CONCEPT AREA: Social Structure

TEACHING OBJECTIVE: To provide students with a sense of social structure by presenting it as analogous to a large tapestry.

REFERENCES: Emile Durkheim, The Division of Labor in Society (Free Press, 1933); C. Wright Mills, The Sociological Imagination (Oxford University Press, 1959).

MATERIALS NEEDED: One large tapestry

ESTIMATED TIME: 20 minutes

PROCEDURE: 1) Present to the students a vivid image of some large and complex tapestry: one that includes beautiful and unpleasant scenes in the same weaving. If an existing tapestry is available, use it. This may sacrifice complexity, but it will enhance a sense of presence in the analogy overall.
2) Make particular note of how the individual strands run from one end to the other, linking each together in horizontal as well as vertical patterns, changing in color and hue to compose scenes that produce the total picture.
3) Draw comparisons between the tensile nature of these strands and the conflict and exchange among individuals; between the overlap of the weave and social interaction; between aggregate strands and social groups, organizations and institutions. Point out that there are scenes in the tapestry that some interwoven strands will never be part of.
4) Explain that the "big picture" is not difficult to comprehend when viewing it directly. But in a social world where we are the strands that produce this magnificent tapestry, the "big picture" is not directly observable. We must take what we learn from patterns of interaction and, through the sociological theory that abstraction imparts, form the panoramic view of human societies.
5) Finally, emphasize the point that none of this information can come to us sufficiently without first understanding the basic elements of what we are trying to comprehend. With the "big picture" in focus, and in understanding its elements, patterns of stability and change become quite comprehendable.

INTERPRETATION: The complex part in coming to terms with social reality is understanding social structure. The structure of society is, of itself, unobservable. Durkheim laid claim to this notion many years ago. We know of social structure through understanding the elements of society: particularly customs, laws and institutions. As the structure of human society is knowable only through these types of observable elements, the "big picture" is knowable only through structure.

Abstraction is the tool by which we comprehend the "big picture." Teaching students to use abstraction, to think with some sociological imagination, may be difficult indeed, but not insurmountable.

Either before or after this presentation, it is noteworthy to remind the student that this orientation does not simply provide the key to some sociological lock: it is a pick with which to open many locks.

POSSIBLE PITFALLS: None

AS USED BY: Robert Wazienski, Department of Sociology
Illinois State University, Normal, IL 61761

COURSES: Introduction, Theory

TECHNIQUE 49

CONCEPT AREA: Socialization (Also Looking-Glass Self)

TEACHING OBJECTIVE: To establish a link of interest between the basic sociological content found in the introductory classroom and elements already present in the world of music.

MATERIALS NEEDED: (1) Recordings of the following songs: Teach Your Children, by Crosby, Stills, Nash and Young; The Greatest Discovery, by Elton John; Magic Mirror, by Leon Russell; The Circle Game, by Joni Mitchell. (2) A record player, or in place of all the above, a prepared tape recording of the above songs and a tape recorder.

PROCEDURE: It is helpful if students have already read the chapters covering the concepts to be examined in class. At the beginning of the class, write the following on the blackboard:

SONG/ARTIST	CONCEPT	KEY WORDS?	HOW?	OTHER SONGS?
Teach Your Children: Crosby, et al.	Socialization			
The Greatest Discovery: Elton John	The Family as a Factor in Socialization			
Magic Mirror: Leon Russell	Looking-Glass Self			
The Circle Game: Joni Mitchell	Socialization as a Life-Long Process			

Next, announce that songs often provide a good illustration of sociological concepts. Then clearly define the first concept above as you prepare to listen to the first song. Instruct students to write down any key words in the song which they think point out the concept under investigation, then play the song through once. Ask students what key words or lines exemplify the concept. Continue the discussion by inquiring how these words exemplify the concept. You might want to play parts of the song again. Finally, ask for suggestions of other songs that point out the same or additional concepts. Be sure to fill in the appropriate boxes on the blackboard as students respond.

APPLICATIONS: Music can be used to explore a multitude of sociological concepts. A discography of sociological concepts can be developed which follows an entire textbook. An entire course can be restructured to utilize music as the device for understanding sociology. Call it "Rock Sociology." One can copy recorded tapes you want to keep on reserve in the music library so that students can do the exploration outside class. One can assign as a student project the construction and development of their own discographies that focus on one issue or concept or a series of concepts.

POSSIBLE PITFALLS: (1) Records may be scratched and therefore may skip. Listen to them in advance.

(2) Make sure the record player or tape recorder works at the same speed as the recording or tape.

(3) Make sure you have an electrical outlet in the classroom and an extension cord if needed.

(4) If you want to listen to a particular part of the song again, tapes will be easier to work with as many tape recorders have meter counters on them and you can just read the number and return to the exact spot.

(5) Don't allow the music to become the emphasis instead of the sociology. Remember that the music is a tool for the identification of concepts.

AS USED BY: Steven B. Wexler, Department of Sociology
College of Staten Island, Staten Island, NY

COURSES: Introductory Sociology

ALTERNATIVE APPROACH: Jim Stemler also uses music to explore the complexities of American Appalachian culture. He uses Negro Spirituals by the Tell Tale Singers, BOX STLP 513.110 and Instrumental Music of the Southern Appalachians, Tradition Records, TLP 1007 as follows:

I play different segments to demonstrate how music represents emotions, moods, values and beliefs. Music often provides the best picture of how a culture gives its members a "zest for life." I also point out and try to get students talking about the following aspects of music:

(a) Music often symbolizes the past and future.
(b) Words in songs are often symbols for more than what the words usually mean (example: the chariot in "Swing Low, Sweet Chariot" usually referred to the underground railroad).
(c) Music incorporates learned and shared values and beliefs.
(d) Music is part of a more complex unit (culture) which requires knowledge of the other parts of the culture to interpret fully.
(e) Music is a system of symbols; therefore it forms a means of communication.

AS USED BY: Jim Stemler, Department of Psychology and Social Sciences
University of Portland, Portland, Oregon

COURSES: Introductory Sociology

TECHNIQUE 50

CONCEPT AREA: Socialization (Primary and Adult), Resocialization, Anticipatory Socialization

TEACHING OBJECTIVE: To uncover personal experiences of students to illustrate a variety of stages in the basic process of socialization as it applies to persons throughout their lifetime.

MATERIALS NEEDED: Several index cards and a panel discussion arrangement in the front of the room.

PROCEDURE: In the preceding session of a large introductory sociology class, ask students to raise their hands if they have had any of the following experiences: (1) been married within the last six months, (2) became a parent for the first time within the last six months to three years, or (3) been inducted into the military, a residential fraternity or a prison within the last five years. Then pass out an index card to each of the student who respond. Have each student write the following information on the card: (1) name, (2) age, and (3) a description of their experience. Then gather these cards and examine them after class in order to identify those students who have the most interesting experiences. Students should be selected to represent the greatest variety of experiences.

At the next class session, invite those students selected (probably no more than 4-6) to come to the front of the room where a table, chairs and microphone are available. Then proceed to address a series of questions to the students regarding their experiences in learning new roles, teaching others new roles (such as in the case of the newlyweds and parents), and resisting or adjusting to resocialization (such as in entering any type of institution). This session presupposes that the class has had some prior exposure to the general concept of socialization and related concepts such as primary vs. adult socialization, resocialization and anticipatory socialization. This makes it easier to use this session to illustrate points previously covered.

SPECIAL APPLICATIONS: While it is easier to draw upon the members of the class, it is also possible to draw upon students outside of the course or from members of the community at large. For example, it is possible to bring in a young child, ex-convict or a former mental patient and include them in the panel in order to provide additional variety and contrast in the views presented in the discussion.

NOTE: The same technique has been used successfully to explore some of the differences one is likely to encounter when living in another culture. Here I pass out cards to students who have lived outside of the United States for more than six months. I then have them write the following information on the card:

> (1) Name, (2) Where they lived outside of the U.S., (3) When they lived there (dates), (4) Their age at the time of this experience, and (5) The circumstances under which they were living (e.g., living with their family, living with a host family, serving in the military, studying abroad, etc.).

This information is then used to assemble a panel for a subsequent class period. The panel discussion is a good way of providing examples of concepts such as culture shock and ethnocentrism.

AS USED BY: William T. Clute, Department of Sociology
University of Nebraska, Omaha, Nebraska

COURSES: Introductory Sociology

TECHNIQUE 51

CONCEPT AREA: Socialization, Self Identity

TEACHING OBJECTIVE: To demonstrate the effect of social structure and the process of socialization on the development of self identity and to help students identify contributing elements from their own social histories.

REFERENCES: Kuhn, Manford and Thomas McPartland, 1954. "An Empirical Investigation of Self-Attitude". American Sociological Review. 19:68-76.

MATERIALS NEEDED: None but pen and paper.

ESTIMATED TIME: One class period.

PROCEDURE: Students are given the Twenty Statements Test (Kuhn and McPartland, 1954) during class. No preparation of materials prior to class is necessary, although the instructor should review the procedures for administering the test before hand (cf. Kuhn and McPartland). Respondents are instructed to then rank-order their answers according to importance. The initial set of responses comprises the prominent or situational self while the rank-ordered responses constitute a salient or permanent self. Approximately fifteen minutes should be allocated for administration of the test: approximately ten minutes for the first task, and three to five minutes for the second task. (The Twenty Statements Test contains a third step - a measure of response consensuality - but it is not an important part of this exercise.)

When the students have completed the test, they are given a short introduction to socialization and to the issues surrounding the nature and nurture arguments. At this time, the instructor may also elect to spend five to ten minutes describing the instrument and the rationale behind the data collection steps.

With a completed Twenty Statements Test in hand, students can conduct an analysis which demonstrates the social origins of self. I find that a short, ungraded assignment facilitates this process. Students are instructed to write a social autobiography which describes the events, persons (significant others, role models), roles, places, and any other circumstances which shaped their life history to produce one or any combination of identities which comprise their salient (non-situational) selves.

INTERPRETATION: Responses to the test can be used to demonstrate the extent to which self is anchored in social structure and in the process of socialization. Most students are able to construct detailed histories which show how social factors influence the development of the self. For example, one student interpreted many of the personality characteristics cited in her Twenty Statements Test as the result of being an only child of child-centered parents. Her family structure and childhood socialization fostered the development of a self identity characterized by confidence and self-assurance. Based on students' own responses to the Twenty Statements Test, the activity illustrates how the self is an outcome of social structure and the process of socialization.

POSSIBLE PITFALLS: The written assignment strategy, as opposed to conducting in-class discussion, avoids two possible problems. First, respondents tend to be reticent in a discussion which involves personal issues such as those addressed by the Twenty Statements Test. Second, time for reflection is required when the task involves individual students analyzing different materials. Providing adequate time for students to work on this project on their own makes them more comfortable conducting the analysis.

AS USED BY: Jeffrey C. Chin, Department of Sociology
Le Moyne College, Syracuse, NY 13214

COURSES: Socialization, Social Psychology, Social Theory

TECHNIQUE 52

CONCEPT AREA: Stereotypes of Older Persons (Also Stigma, Labeling, Ageism)

TEACHING OBJECTIVE: To demonstrate the existence of a negative and disparaging stereotype of the sexlessness of the old person in our society.

REFERENCES: Isadore Rubin, "The 'Sexless Older Years'--A Socially Harmful Stereotype", The Annals of the American Academy of Political and Social Science, Vol. 376 (March 1968), pp. 85-95.

PROCEDURE: This is a simple sentence completion exercise. I pass out paper and simply ask students to complete the following sentence: "Sex for most older people is ...." I tell them to do this rapidly since I'm only interested in their opinions. Some students will typically ask "How old is old?" I answer, 65 or older.

Next, I collect students' responses and read them aloud to the class. As I read each individual response, I classify it as either positive or negative about sex for old people. I put this tally on the blackboard. At least one third and usually better than one half of the class consider sex for old people to be "a waste of time", "ridiculous", "dirty", "unimportant", "in the past". I ask students to interpret the findings. The descriptions of old people predictably move away from sex to the general discrimination of older persons. Students begin to see that the widespread denial of sexuality among older persons can have a harmful influence which goes far beyond its effect upon sexuality.

This exercise also provides a good background for discussing the dynamics of the "self-fulfilling prophecy". In addition, I have found it to be a useful way to link up discussion on ageism with the symbolic interactionist position on meaning, identity, and social conduct.

AS USED BY: Mike Hoover, Social Science Department
Missouri Western State College, St. Joseph, Missouri

COURSES: Introductory Sociology

TECHNIQUE 53

CONCEPT AREA: Stereotyping, Race Relations, Minorities, Group Process

TEACHING OBJECTIVE: To stimulate a frank, meaningful discussion of stereotyping. While the exercise deals specifically with the nature of racial stereotyping, its basic format could be applied to other forms of stereotyping (e.g. age, sex).

MATERIALS NEEDED: Bean bag.

ESTIMATED TIME: One class period.

PROCEDURE: The chairs are arranged in a circle and the white students are asked, "What stories or comments did you hear about *blacks* when you were growing up?" Then the black students are asked, "What stories or comments did you hear about *whites* when you were growing up?" To facilitate the discussion a bean bag is used. Whoever is thrown the bean bag must answer the question.

The discussion is always started by the teacher citing a few outlandish remarks that he has heard. This loosens up the class, and then the bean bag is thrown to a student. Once everyone has told their stories, the class begins to analyze what they said and why they said it. The analysis begins by the teacher asking if anyone heard any stories that they think are true. These stories are then evaluated and discussed by the class rather than immediately discounted by the teacher. Analysis of specific stereotypes should focus on the exact wording of the stereotype (words such as "all" and "always" are common), the source of the stereotype, and the person or persons at whom the stereotype was directed. Once the limitations and biases of these stereotypes are emphasized, the difference between what a few people say about a few individuals and what is true of the entire group becomes clearer.

POSSIBLE PITFALLS: Good student-teacher rapport is necessary given the emotional nature of the subject matter. Teacher intervention may be required in order to re-establish the guidelines for this exercise.

The groups being discussed, as far as stereotyping is concerned, should be adequately represented in class. In other words, racial stereotyping is more effectively addressed in an integrated classroom since different racial groups can then teach others about themselves.

AS USED BY: Richard Bucher, Associate Professor
Community College of Baltimore

COURSES: Introduction to Sociology, Social Problems, Race Relations and Minority Groups

TECHNIQUE 54

CONCEPT AREA: Stigma

TEACHING OBJECTIVE: 1) To illustrate how blacks in American society are stigmatized because of their skin color. 2) To reveal how blacks experience the stigma of race in American society, showing its moral and social ugliness, and the insidious effects it has on blacks and whites alike. 3) To document how a collective social movement of blacks and whites in the early 1960s helped to undermine a social system that imposed the tribal stigma of race. By showing how the stigma of race can be deposed, students learn that stigma is not inherent in behavior or in types of people.

REFERENCES: Stigma by Erving Goffman (Prentice-Hall, 1963); Report of the Advisory Commission on Civil Rights, by the Kerner Commission (Bantam, 1968).

MATERIALS NEEDED: 1) One quote from Langston Hughes (provided by writer).
2) Statistics on unemployment (provided by writer).
3) Selected excerpts from Black Boy by Richard Wright (Harper and Row, 1966), and from Coming Apart by William L. O'Neill (Quadrangle, 1980). (The instructor can distribute these assigned materials.)
4) "Oxford Town", by Bob Dylan form the Free Wheelin' album (Columbia-CS8786).
5) Video of film "A Raisin in the Sun". (Film info: National Video Clearinghouse at (516) 394-396.)

ESTIMATED TIME: Three class periods: one to discuss the quote, statistics, and excerpts from Black Boy; another period to discuss the O'Neill chapter on the civil rights movement and to listen to the folk song by Dylan; final period to screen the film "A Raisin in the Sun" (or segments from it).

PROCEDURE and INTERPRETATION: 1) The students read the following quote from "A Dream Deferred" by Langston Hughes:

> "What happens to a dream deferred? Does it dry up like a raisin in the sun?
> Or fester in the sun--and then run. Maybe, it just sags like a heavy load,
> Or does it explode?"

Students are asked what this quote suggests about the gap between the ideal and the reality of race relations in the United States.

2) The students are asked to discuss the relationship between the tribal stigma of race and class in American society. Do these data show the pervasiveness of stigma based on race in the U.S. and how skin color reduces a person's life chances? What about an alternative explanation for these data, that black teenagers have higher unemployment largely because of individual failings and not because of racial stigma?

3) Students next read excerpts from Black Boy by Richard Wright. How does the author show the way American blacks experience the stigma of race? What happens to blacks who refuse to "keep their place" in a society that defines them as less than human? How does the hatred, fear, and violence generated by the experience cripple the spirit of both blacks and whites? If students could change places with Richard Wright, how would they react to the situations the author describes in his autobiography?

4) Students then read the chapter "From Civil Rights to Black Power", in William L. O'Neill's Coming Apart. How was the civil rights movement a collective response by both blacks and sympathetic whites to the tribal stigma of race?

Students also listen to a folk song written by Bob Dylan during the early 1960s which described the struggle to end racism in the South. "Oxford Town" describes the attempt in 1962 by James Meredith to attend the segregated University of Mississippi. "He went down to Oxford Town. Guns and clubs followed him down. All because his face was brown. Better get away from Oxford Town."

How did such a song encourage those seeking to end the stigma of race? How do alternative images in cultural products like songs help to redefine the reality of those who wear the badge of stigma and those who fight alongside of them?

5) Finally, the students are shown the film "A Raisin in the Sun", based on the award winning play by Lorraine Hansberry. How does this film about the fight of a black family to move into a hostile white neighborhood illustrate the price both blacks and whites pay for the tribal stigma of race? Does the film offer any suggestions for weakening and ultimately undermining the social forces that defer the dreams of black America?

POSSIBLE PITFALLS: If these teaching resources are not available, instructors can easily make substitutions. Thus, in describing how blacks experience stigma, books like Invisible Man by Ralph Ellison, and The Color Purple, by Alice Walker can be used instead of Wright's Black Boy. Songs that can be used in place of "Oxford Town" include not only others recorded by Dylan, but also songs by Phil Ochs, Tom Paxton, and Judy Collins. Other films that portray the stigma of race include "To Kill a Mockingbird", "Sounder", and "A Soldier's Story".

Since students watch films and listen to music outside of an academic context, their usefulness in analyzing key sociological concepts should be emphasized. Such cultural products both reflect the particular period in which they were created, and help to transform it.

The instructor should also point out to the students that all assigned readings should be read before the class in order to facilitate classroom discussion.

AS USED BY: Howard Elterman, Assistant Professor of Sociology
Drew University, Madison, New Jersey 07940

COURSES: Social Deviance, Race and Ethnicity, Introductory Sociology and Social Problems

TECHNIQUE 55

CONCEPT AREA: Stratification and Family Names (Also Labeling, Discrimination, Self-Concept)

TEACHING OBJECTIVE: (1) To demonstrate that judgments of inequality among groups of people do exist; and (2) to sensitize students to the consequences of labeling an individual by their ascribed group identities.

REFERENCES: James K. Skipper, Jr. and Frank J. Kohout, "Family Names and Social Class: A Teaching Technique", The American Sociologist, Vol 3 (February, 1968), pp. 37-38.

PROCEDURE: The following technique was originally developed by Skipper and Kohout. Since many students reject the idea of social class divisions, this experiment should be conducted before any discussion of stratification. First give students a list of six family names (Walczewski, Svenson, Stantospirito, O'Brien, Goldberg and Hawthorne) and ask them to assume each belongs to one of six social classes in the United States. Ask them to rank the names by putting a I by the highest class, a II by the next, and so on down to VI by the family in the lowest social class. Students may find it difficult but should guess the best they can. In addition, ask them to state their opinion (SA, A, D, SD, DK) about the statement: "It is possible to determine a family's social status by knowledge of the family name." Five minutes should be enough to complete both tasks. Collect their lists and tabulate the results.

After this procedure, point out that 85% of most students do not believe it is possible to ascertain a family's social class by knowledge of the family name alone. Point out that if this were true, you'd expect students to rank the names fairly randomly. However, students consistently rank the names of Hawthorne and Goldberg in Class I or II, O'Brien and Svenson in III or IV, and Walczewski and Stantospirito in Class V or VI.

In using this procedure, I have found that it is advisable to modify family names to be sure there is no local or national celebrity with the names listed (e.g., the original list had Goldberg and O'Brien. Both of these names produced bias several years ago because Arthur Goldberg and Larry O'Brien were in the news). Also modify the family names to avoid any regional biases for the area in which you live. In one region a particular ethnic group might be significantly higher or lower in status than would be true on the national level.

After the results are presented on the board, discuss the stratification implications as laid out in the reference. For example, discussion may center around such topics as racial, ethnic, and religious stereotyping, prejudice and discrimination, identification of "life chances", how individuals use family names as a basis for evaluation, etc. Ask students why they ranked the names as they did. What other characteristics are implied by the names? The rank given?

I have extended the use by asking how many people in the class have English ancestry (usually highest ranked) and how many have Polish ancestry (usually lowest ranked). I then ask them how they ranked the English and Polish names. Inevitably they rank their own ethnic identity as the larger class does. This information provides an excellent referent for discussion on why they ranked as they did, how they learned it, how it makes them feel, how it affects their behavior, and the fairness of labeling an individual by an ascribed group identity.

POSSIBLE PITFALLS: Students sometimes feel they were forced to put the six names into six classes, when in reality that might not be so. I then point out that if there was no consistently perceived inequality, the number of votes for each name would be equally distributed across all six classes.

AS USED BY: Richard J. Gigliotti, Department of Sociology
University of Akron, Akron, Ohio

COURSES: Introduction to Sociology

TECHNIQUE 56

CONCEPT AREA: Stratification, Occupational Prestige, Measurement

TEACHING OBJECTIVE: To provide empirical grounding for students' intuitive understanding of occupational prestige, rankings, and for discussions of stratification theory and social measurement.

REFERENCES: Reinhard Bendix and S.M. Lipset, Class Power and Status (Free Press, 1966).

MATERIALS NEEDED: An Occupational Attitude Survey for each student.

ESTIMATED TIME: Two consecutive class days.

PROCEDURE: We replicate in class a portion of the NORC occupational prestige rankings and then discuss both the fact of replication and the consequences of the ubiquitous ranking system. I have used this project with classes from 40 to 120 students; if classes are smaller, I suggest surveying several classes to provide reliable ratings.

Early in the stratification unit, without prior discussion of occupational prestige rankings, I distribute to each member of the class the attached survey form. After students have completed the forms and returned them, I ask for two volunteers who together will do the necessary tabulations and give them to me at least two hours prior to the next class. (Accuracy is higher with two people working together; two hours lead time allows me to look over the results, spot-check for accuracy, and duplicate results for handouts; also to make a transparency). These two students have to be instructed carefully to multiply all the 1 ratings by 100, all the 2s by 80, all the 3s by 60, all the 4s by 40 and all the 5s by 20 (omitting the 6s), add the products and divide by number doing the ranking, for each occupation. (Last semester's tabulation sheet, or one that you make up as a sample, is a great instructional aid for your two volunteers.) I use the remainder of the class hour to discuss prestige rankings and status hierarchies more generally.

In preparing for the second project day I revise the previous semester's handout to include this class's results: I then have a duplicated page and/or transparency with the 1947 and 1963 NORC ratings and ranks for these eleven occupations (in Bendix and Lipset). I simply rank them 1 through 11, ignoring the relation to other occupations that I have not used), plus class rankings of the eleven in previous semesters, plus the ratings and ranks for the eleven occupations by this class. Sometimes I get fancy and do a bar chart to show clustering among occupation ranks, but usually I do not have time.

INTERPRETATION: Americans (and others) are not only allocated to various levels of a stratified occupational system but have also been socialized to accept that system as "right" and their own place in it as "deserved". The conflicts of interest between different levels and the injustice that prevails in the various mechanisms for sorting individuals into levels are also sensed by many people. The class data allow these ideas to be discussed concretely.

In class I make three uses of the data. First, I return to the survey procedures and discuss measurement, having handed back the forms they filled out previously (it doesn't matter who gets whose, and I never ask for names on them). Since I also discuss Hollingshead's classification procedure in Elmtown's Youth, this makes a useful comparison and gives insight into such measurement issues as use of an expert panel vs. a representative sample, ordinality vs. interval scaling, and the tapping of subjective judgments to indicate unmeasured social structure. Although I usually don't, the instructor can also raise the question of nomothetic surveys with uniform stimuli vs. idiographic data in which a given stimulus (the occupation rating task) may have different meanings according to the social circumstances (class, sex, ethnic background, occupation) of the respondent. Statistical issues such as variation around the mean and the differing measures of central tendency maybe introduced if you are very methodology-oriented.

Second, since the student rankings nearly always approximate very closely the NORC and previous student rankings, I discuss with them the signicance of this remarkable similarity. How is it possible that nonrandom groups of people, highly stratified by age, region, urban setting and education level, will repeatedly duplicate the occupational prestige structure obtained from national samples (more or less random) taken 20 and 36 years previously, not to mention the various replications in other nations and cultures? It makes a fine entre to consideration of links between allocation and socialization mechanisms in the society, and especially to reflect upon the agents most responsible for those links: family, education, the economy and government. One can also return in later discussions of theories of stratification to the question of false and true consciousness and the future of both conflict and functional interpretations of occupational prestige.

Third, the obvious implications of the results for the nature of the occupational system in industrialized societies can be drawn out in as much length as you have time for. The ratings tend to cluster, with three or four very high ratings, some in the middle, and the isolated low level ones at the bottom. Sociologists usually are grouped with policemen and electricians, a fact which occasions some merriment and provokes a discussion about how little-known occupations are hard to rate - and thus about reliability of ratings. (The 1947-1963 change in NORC ratings of nuclear scientists is another example.)

Prestige contrasts between occupational groups lead to discussion of the sources of prestige, in the character of the work itself, in historical origins and in various reputational factors. Changes in the occupation system arising from industrialization and technological innovation can be introduced at this point, along with issues regarding structural and circulation mobility and the "inheritance" of occupational level. The list of ideas for which this project provides empirical grounding is almost endless.

POSSIBLE PITFALLS: The only problem with this approach is that it is a hard act to follow, and if you do not produce similarly stimulating activities for succeeding units of the course, the relative deprivation effect upon the class can make them restive and dissatisfied. Consider doing the stratification unit late in the course unless you can maintain the pace of student involvement and empirical grounding.

AS USED BY: Edgar W. Mills, Division of Social and Policy Sciences
University of Texas at San Antonio, TX 78285

COURSES: Introduction; Stratification

OCCUPATIONAL ATTITUDE SURVEY

Please pick out the statement that best gives your opinion of the general standing that a particular job has in America. That is, how is it regarded generally by Americans?

(1) Excellent standing generally among Americans

(2) Good standing

(3) Average standing

(4) Somewhat below average standing

(5) Poor standing

(6) I don't know where to place that one

Here are some job titles. Please rate each one independently.

RATING	TITLE
______	Electrician
______	Lawyer
______	Coal Miner
______	Priest/Minister
______	Physician
______	Policeman
______	Sociologist
______	Garbage Collector
______	Bookkeeper
______	Nuclear Scientist
______	U.S. Supreme Court Justice

TECHNIQUE 57

CONCEPT AREA: Stratification: Poverty and Wealth

TEACHING OBJECTIVE: To demonstrate in a graphic manner the myriad of differences between social strata.

REFERENCES: I first saw this done by Fr. Nicholas Spagnollo of Waltham, Massachusetts, as part of a religious service, but it adapts well to the classroom.

MATERIALS NEEDED: (1) The films, The Tenement and Sixteen in Webster Groves, both produced by CBS News. These films are available from Mass Media Associates in St. Louis or Baltimore. (2) Two projectors. (3) Stopwatch.

PROCEDURE: The procedure is quite simple in presentation. Just show the two films side by side and switch back and forth between the sound at appropriate points. The resulting contrasts are remarkable. Sixteen is a documentary based on a NORC study of high-school students (and their parents) in Webster Groves, Missouri. Tenement looks at the lives of five black families in a Chicago tenement. I think any teacher previewing the films several times can easily develop a routine that can be effective. Going through them separately and then together a few times enables one to prepare a guide for presentation.

Both films were made in the mid-sixties and most prints have suffered some damage, so preview them carefully. Sixteen in Webster Groves is longer than The Tenement, so I generally time both and begin Sixteen at the point which will allow both to finish at approximately the same time.

POSSIBLE PITFALLS: It may produce some anxiety in the instructor, since a lapse in concentration or an unintended punch of the stopwatch can upset a preplanned schedule (I did this once, however, and it still worked out just fine). I have had students say this was one of the best classes of the year.

AS USED BY: William C. Martin, Department of Sociology
Rice University, Houston, Texas

COURSES: Introductory Sociology or Social Stratification

TECHNIQUE 58

CONCEPT AREA: Theoretical Assumptions

TEACHING OBJECTIVE: To help establish the link between theories and the sets of "unprovable underlying assumptions" upon which they rest, and to help students recognize the difference between "theory" and "truth" and/or "fact."

PROCEDURE: Early in the theory course, usually within the first day or so, I ask the students the following question: "Is war inevitable?" I have found that they tend to discuss this topic quite freely, and if permitted, sometimes rather vociferously. (I have yet to have a group come to any agreement on an answer.)

As soon as the lack of agreement becomes apparent, I pose a second question as follows: "Well, let me ask you this question instead: 'Are human beings by basic nature good, loving, and kind, or are they selfish, competitive and cruel?'" This touches on religious convictions, and again the class will not agree. Often a few aggressive thinkers in the group will assert that "What you say is only your opinion!" and "There is no way to prove it either way."

At this point I begin to tie the two questions together. I say, "If we assume that people are by nature good, loving, and kind, what can we say about whether war is inevitable? And if we assume that by nature people are selfish, competitive, and cruel, what can we say about whether war is inevitable?" While they are thinking about the implications of each underlying assumption for the question of war, I add a repetition of my original question: "Now: is war inevitable?" They will generally say, "It depends...."

For me this has been a successful way of getting students to see that there is a connection between our underlying assumptions (which may or may not be conscious) and the way we think about EXPLANATIONS of human behaviors. The question of the inevitability of war is not, of course, "sociological theory," but the analogy is one of interest to college students. It is easy to switch to the use of examples from sociological theory, such as the assumptions which underlie the "explanations" of social stratification by functionalists vs. conflict theorists.

POSSIBLE PITFALLS: The instructor should have a good grasp of the topic before trying to lead a discussion. I fumbled badly the first time or two.

AS USED BY: Davida P. Gates, Department of Sociology
Virginia Commonwealth University, Richmond, Virginia

COURSES: Sociological Theory

TECHNIQUE 59

CONCEPT AREA: Theoretical Perspectives

TEACHING OBJECTIVE: To apply theoretical perspectives to present-day situations

MATERIALS NEEDED: Works by Durkheim, Marx, Weber, Merton, Mead, Goffman, etc. Before the lectures on sociological theory, I tell the class that they must be attentive and try to absorb the material presented because they will be participating in a game called "Name that Theorist" and their classmates will be depending upon them.

ESTIMATED TIME: One or more class sessions.

PROCEDURE: All too frequently, students seem uninterested in learning sociological theory. They don't see how learning theory will have any application to present-day situations. I have found that the way to solve this problem is to play a game called "Name that Theorist." After lectures on sociological theory and how it may be applied to social problems, I advise the class that they should review the materials sufficiently enough to be able to know how the theorist would approach a particular social problem (drug addiction, prostitution, the increasing aged population, etc.) I give them about a week to do so and tell them that they will be randomly assigned to teams before the commencement of the game.

The day the game is to be played, I randomly assign each student to one of two teams (so there will be no opportunity to discuss the game with members of their team beforehand).

I put the names of social theorists in a hat, and one member of team A picks a name from the hat. Members from team B decide what social problem team A's player must discuss. The latter then must discuss the social problem as he/she feels the social theorist would discuss it. The other members of team A must then guess who the theorist is. If they do, they get 10 points. If they cannot guess who the theorist is, team B gets an opportunity to answer for the 10 points. The instructor can set the score needed to win the game.

Generally, the game is quite successful; in fact, students want to continue the game during the next class session. It also appears that students have a much better understanding of sociological issues after playing this game because they have had the opportunity to utilize the theories.

POSSIBLE PITFALLS: The teams should have no more than 12 members each. Larger teams make the game somewhat disorganized.

AS USED BY: Sandy Litvin, Department of Sociology
Temple University, Philadelphia, PA 19122

COURSES: Introductory Sociology or other courses

TECHNIQUE 60

CONCEPT AREA: Theoretical Perspectives of Sociology Applied to Professions and Professionalization (Also Functionalism, Conflict Theory, Power)

TEACHING OBJECTIVE: To enable students to apply different theoretical conceptions of a profession to analysis of specific events or activities of various occupational groups.

REFERENCES or MATERIALS NEEDED: Instructors may choose to use different discussions of the concept of profession, but I have used the following:

1. Structural Functional Model--Ernest Greenwood's "Attributes of a Profession" in Vollmer and Mills, Professionalization (Englewood Cliffs, NJ: Prentice-Hall, 1966).
2. Conflict or Process Model--Bucher and Strauss, "Professions in Process" in Vollmer and Mills.
3. Power Model--Carol Kronus, "The Evolution of Occupational Power..." Sociology of Work and Occupations, Vol. 3, No. 1 (February, 1976).

In addition, the instructor should obtain some news clippings describing various events related to specific occupations. For example, I have used articles such as the following: (1) The experiment by a psychologist in which schizophrenia was faked by several persons, and they were admitted to mental hospitals; (2) the development of clinical pharmacy; (3) the impact of computers on the legal profession; and (4) a dispute between a criminal justice department and a police department regarding the appropriate content of the criminal justice curriculum.

PROCEDURE: First present summaries of each of the above three models or conceptualizations of professions. (This could be covered in a previous session as well as having the students read the material beforehand.) Since each of these models can be summarized in terms of a list of 4-6 main points, characteristics, questions, or points of conflict, these major points should be listed on the board under each of the appropriate headings:

Structural-Functional Model (below are Greenwood's list of attributes of a profession):

(1) Systematic Body of Theory
(2) Professional Authority
(3) Sanction of the Community
(4) Regulative Code of Ethics
(5) The Professional Culture

Conflict or Process Model (Bucher and Strauss discuss the following as areas of potential conflict within a profession. Their example is the medical profession)

(1) Sense of Mission
(2) Work Activities
(3) Methodology and Techniques
(4) Clients
(5) Colleagueship
(5) Interests and Associations

Power Model (Kronus uses the following four questions for examining the power base of a profession. Emphasis added)

(1) What are the important resources that occupational groups employ in task boundary maintenance?
(2) What is the relative value of those resources, and how are they distributed across interacting systems?
(3) Is there a pattern in the process of using these resources to fix and protect task boundaries?
(4) What is the balance between directed use of those resources versus uncontrolled market factors in the process?

Next have the class number off from 1 to 5 to determine their group assignments. Then have the various groups assemble chairs at various points around the room. Give each group's members copies of the same newpaper clipping. Then ask the groups to read and analyze their newspaper clipping in terms of the alternative models for examining professions. For example, how does the structural-functional model and the process of professionalization help explain some of the things that various occupations are doing such as lengthening their training, changing their names, or developing a code of ethics. Likewise, how does the process or conflict model assist one in identifying the process of segmentation within an occupation. Finally, what resources does a particular occupation or profession control that can form its power base?

After the groups have had about 20 minutes to discuss the articles, regroup the class for general reporting and discussion. Have one person summarize the group's article and analysis for the rest of the class. Then explore additional interpretations of the article in terms of the three conceptions.

POSSIBLE PITFALLS: The size of the class and the classroom will affect the success of this technique. It will probably work best in a class of about 30 students in a fairly large room with movable chairs. Sometimes students also have some difficulty in making the transition from concepts to the discussion of articles. However, being able to help the students make this transition is the whole point of the exercise.

AS USED BY: William T. Clute, Department of Sociology
University of Nebraska, Omaha, Nebraska

COURSES: Occupational Sociology

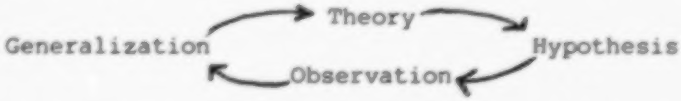
TECHNIQUE 61

CONCEPT AREA: Theory Development, Theory and Research

TEACHING OBJECTIVE: To provide a concrete and understandable example of the process of theory development.

REFERENCES: The model I use in this example is taken from Walter Wallace, The Logic of Science in Sociology (1971).

PROCEDURE: I draw the Wallace model on the board as follows:



I tell students that when working in a veterinary hospital I observed that smaller dogs seemed to be more aggressive than the larger dogs toward the attendants. For example, when giving a bath to a toothless Pekingese, it nearly gummed me to death. Students are told that my observation was a statistical generalization, which means that some small dogs were very friendly and some large dogs were mean. However, a larger percentage of the small dogs were aggressive. We then discuss possible explanations of this observation. Usually students say the small dogs were probably in more danger of being hurt by large dogs; for example, imagine a chihuahua greeting a great dane.

I go on to tell that a friend of mine was taking a psychology course which involved rats. He said the same thing seemed to be true among rats. Then I tell then another friend who worked on an alligator farm in Florida noticed the same pattern of aggressiveness in alligators (the last two examples are fictional).

The discussion is then focused on how we could merge these observations. I ask what statement would describe all three observations at once. Eventually, the class settles upon a statement like: "Small adult critters are more likely to be aggressive than large adult critters toward strange humans." This is an example of an intellectual abstraction or theory which we have induced. The explanation that small critters are more threatened by their peers than large critters is also a part of the theory.

I next ask: "If I were planning a trip to Australia and was interested in testing my 'critter theory', what sort of proposition might be deduced from ny theory?" With the class I develop the proposition (or hypothesis) that "small adult kangaroos will tend to be more aggressive than large adult kangaroos toward strange adult humans." Then we discuss what this means in terms of the model and how it differs from a generalization. I tell them the same words can be either a generalization or a hypothesis depending on whether observations have been made. Next we discuss how to test the theory. For example, it is necessary to classify kangaroos as large or small and aggressive or nonaggressive.

I tell them that when I tested the hypothesis among kangaroos, I found that larger kangaroos tended to be more aggressive than the smaller kangaroos. After a long period of study I discovered why this was true. The mother kangaroo carries her baby in her pouch. We then discuss whether the students think a mother kangaroo might feel negative about a large baby she has to jam into the pouch (I pretend to be a kangaroo trying to jam my baby in the pouch). This example illustrates how theories might be modified in the process of doing research.

APPLICATION: One can talk about whether this theory has any relevance for human behavior. Would one predict, for example, that smaller males in an environment where physical prowess is important be more likely to behave aggressively than large males? On the other hand, would a physically nonthreatening environment be likely to produce any differences in aggressive tendencies? More elaborate versions of this technique can be used in research methods or theory courses.

AS USED BY: John Hoerner, Department of Sociology
Indiana University, Indianapolis, Indiana

COURSES: Introduction to Sociology

TECHNIQUE 62

CONCEPT AREA: Theory, Observation, and Ideology

TEACHING OBJECTIVE: To demonstrate the interrelationshp between these three concepts; to assist students to evaluate the content of material in these areas.

REFERENCES: Basic material on the relationship between theory and observations such as Merton's chapters in Social Theory and Social Structure, plus material on the nature of ideology.

MATERIALS NEEDED: A film, video-tape or audiotape containing a presentation which can be analyzed by the class, preferably material which is particularly ideological or controversial. For example, I have used a film entitled, "Controlling Interest: The World of Multinational Corporations" and a lecture by Harry Braverman on the origins of the working class. I have also used a short film by General Motors entitled, "The Myth of Workmanship."

ESTIMATED TIME: This exercise may take two class periods depending on the length of the audio-visual presentation.

PROCEDURE: Having lectured on the relationships between theory and observations (or research) and ideology earlier in the semester, I have often presented one or two exercises like this during the semester. Basically, I contend that most information which we receive is implicitly or explicitly ideological. Therefore, because we often find ourselves accepting or rejecting the message or findings in terms of our own ideology, we need a better way to evaluate information. I divide the class into three groups--each focusing on evidence of theory (or concepts), facts (or observations), or ideology (beliefs and values). I have found that students derive more insights and observations from an audio-visual presentation if they can focus their attention on a particular aspect rather than trying to look at everything at once.

After the presentation, we discuss the factual content or questions. I stress that whether we accept the facts presented or not they can prompt us to find additional information. Second, we discuss the concepts or explanations offered for the facts. The theories or concepts focus our attention and cause us to look for relationships and observations which might have been ignored. For example, concepts of control and theories of power and conflict sensitize us to different observations and explanations than functionalist and consensus views. (See Dahrendorf's "Integration and Values versus Coercion and Interests: The Two Faces of Society", reprinted in W. Richard Scott's Social Processes and Social Structure (Holt, Rinehart, and Winston, 1970) from Class and Class Conflict in Industrial Society (pp. 157-164.) Finally, we discuss the value positions reflected in the presentation. When I use the Braverman tape (available from Pacifica Tape Library in Los Angeles), I usually have covered most of the facts presented in the lecture in advance. That is, discussion of the occupational shifts in the labor force, the decline in self-employment, and the influx of immigrants and housewives into the labor force. Therefore, the facts are familiar but the explanation and ideology are not.

INTERPRETATION: I stress the importance of separating the components of the communication into concepts, observations and values, and I encourage the students to evaluate each of them. This procedure also helps the students develop a greater appreciation for material which they might otherwise not accept on ideological grounds.

POSSIBLE PITFALLS: None in particular, although the separation of the theory, observations, and ideology is, of course, artificial for analytical purposes. They all interact in reality.

AS USED BY: William T. Clute, Department of Sociology and Anthropology
University of Nebraska at Omaha, NE 68182-0291

COURSES: Work and Occupations; applicable to others

TECHNIQUE 63

CONCEPT AREA: Urban Zones of Transition, Concentric Zones Theory of Urban Development (Also Human Ecology, Urbanization, Cities, Ethnic Groups, Stratification, Poverty, Aging)

TEACHING OBJECTIVE: To provide students, through specific experiential learning "field" exercises, with an opportunity to study a zone in transition and to test the validity of the concentric model of urban ecology.

MATERIALS NEEDED: (1) Traditional lecture/discussion on the concentric zone model of economic growth and the attendant ecological patterns in a city.
(2) Four specifically focused field exercises involving a combination of participant observation, oral history, and interview methodologies (see attached sheets. The Los Angeles map which accompanies these sheets has been deleted).
(3) A geographically identified area fitting the description of a present-day zone of transition (Zones II and III).

PROCEDURE: One class session is devoted to a lecture/discussion of how a city develops via the theory of concentric zones. The content focuses on the various zones as they were originally hypothesized and an application and modification of the model to analyze the current state of a city's zones. Emphasis is placed on current problems produced by such factors as historical changes in technology and the outward migration of affluents (e.g., criminal victimization in the inner city rings and segregated and financially bankrupt cities).

Students are then divided into small groups of 2-4 and given the attached field exercise assignments. A block of class time or other time is arranged for them to complete these exercises. Generally, they require a minimum of two hours and an optimum of four hours.

Students are sent into a zone of transition in the city which has been identified on a city map. Each group has a set of specific objectives. For example, two groups are asked to interview senior citizens to obtain historical perspectives on changing migration and population within the zone. They are also asked to obtain information on the changing economic environment over time and to watch for evidence of changing patterns of criminal victimization. Another set of small groups are given the task of obtaining information about deteriorating housing stock and changing economic conditions in a residential area by posing as couples or roommates looking for an apartment. Two other groups explore the ethnic diversity and transition that characterize this zone. Other groups are given the task of identifying the exact boundaries or apparent boundaries of the zone and distinguishing it from the surrounding, more affluent areas.

The number of groups depends upon the size of the class. Group size, however, should remain small. A followup class session is then devoted to sharing experiences and findings and to a discussion of the conceptual model as either validated or invalidated by their experiences.

POSSIBLE PITFALLS: The major difficulty lies with the students' resourcefulness and courage in finding themselves in what may be an unfamiliar neighborhood. A second difficulty relates to their degree of expertise and willingness to interview others. Another possible difficulty centers around the problems of stereotyping and the students' training and ability to distinguish between observation and interpretation. This latter methodological issue, however, can be used as a topic for additional study, lecture, discussion, and field exercises.

AS USED BY: Gretchen Anderson, School of Public Administration
University of Southern California, Los Angeles, CA

COURSES: Urban Studies

ASSIGNMENT SHEETS

INTERVIEWING SENIOR CITIZENS--GROUPS 1 & 2

Senior citizens are often people who get caught in the squeeze of changing geographical-economic trends in the city. Below are some sample questions which you can ask to help you get a picture of the nature of this zone of transition and its impact on the people who live in it. Please talk with at least five senior citizens at length.

How long have you lived in this vicinity?
How long have you lived at your present residence?
Where in the city did you live before that?
What things do you like about living in this area?
What things do you dislike about living in this area?
What things have changed about this neighborhood since you've lived here?

Probe for the following:

Availability of low-cost housing
Availability of transportation
Availability of markets, shops, drug stores
Quality of housing
Prices in general
Availability of health facilities
Friends or senior citizen recreation programs
Feelings of safety in the streets

LOOKING FOR AN APARTMENT--GROUPS 3 & 4

Housing--its condition, its availability and its cost--is one of the most crucial determinants of the nature of any neighborhood. Insight into the characteristics of a zone of transition can be gained by comparing the housing inside that zone with the more affluent neighborhoods that border it. Your goal is to look at five apartments within the zone and five in the zone bordering it and draw some conclusions through comparisons.

Questions to ask the person showing you the apartment:

How much is the rent? Lease or month-to-month?
How near is public transportation?
How old is the building?
How near is a supermarket? Drug store? Schools?
Do you rent to families with children? Why or why not?
Who lives in this area? Does this area have a certain kind of people?
What things have changed about this neighborhood in the past five years?

Things to observe about the apartments in both sides of the boundary:

What is the age of the buildings in general?
What is the state of upkeep?
How do the plumbing facilities compare?
Are there street lights? Signs that indicate street cleaning?
How do the attitudes of the landlords differ?
Are the apartment owners in residence?
Is there a difference in the availability (numbers) of apartments for rent in each zone?
Is it noisy or quiet? What is the source of the noise?

ETHNIC SEARCH IN A ZONE OF TRANSITION--GROUPS 5 & 6

Zones of transition are often places where newcomers to the city first live. Many will move out if they become more affluent but the majority will not have the opportunity. Zones of transition often have many ethnic groups, however, at first glance it is easy to assume that the majority of Hispanic persons are Chicanos or Puerto Ricans. Usually, a careful search will reveal that a wide variety of Latino or Asian cultures as well as other ethnic groups may populate the zone. Your goal is to try to identify at least five major ethnic groups. Talk with at least one person from each group and with one other person about each group. Cues or clues to locating people from these groups or people who have knowledge of these groups can be found by talking with individuals at the following places:

- Churches
- Ethnic food stores
- Restaurants
- Local newspapers
- Any help-oriented agencies--government or otherwise
- Schools or day-care schools

Suggestions for questions:

- What do most of your friends like/dislike about your neighborhood?
- Where else do you feel persons in your neighborhood might like to live?
- What do you think of the services (police, fire, street cleaning, etc.) that the city provides for your neighborhood?

Try to make your questions projective rather than personal in nature, remembering that many people you meet will be sensitive to your asking questions or prying. Rather than asking "how long have you lived in this neighborhood?" phrase your question, "how long have other people you know lived in this neighborhood?" This allows people to talk in general and gives them the option of whether or not they want to reveal information about themselves. Please remember that a person's immigration status is a highly sensitive topic and do not ask questions about it.

IDENTIFYING THE BOUNDARIES OF A ZONE OF TRANSITION--GROUPS 7 & 8

One means of developing a feeling for the existence of separate geographical/economic zones in a city is to try to identify the boundaries of a zone of transition. Try to observe the following characteristics that may demark one zone from another. Record your observations and draw a precise map indicating the boundaries by considering the following:

- Proportion of residential dwellings-single family or multiple family
- Types of commercial establishments
- Presence of industry or white-collar business
- Noise level and sources of noise
- Street lights, signs indicating street cleaning
- Number of people on the street
- What people on the streets are doing
- Size, width of streets, parking facilities
- Presence of parks, greenery, lawns, schools
- What characteristics not mentioned above also help you to demark one zone from another?

Interview at least five people outside of but along the boundary of the zone of transition that you have identified. Probe for their attitudes towards the community or neighborhood within the zone of transition. How do they feel about its problems and the possibility of its movement in their direction?

TECHNIQUE 64

CONCEPT AREA: Values and Norms

TEACHING OBJECTIVE: To create an awareness of value differences and implicit norms in social situations; and to increase sensitivity to value conflict and the role of value hierarchies (implicit norms) in its resolution.

MATERIALS NEEDED: (1) Copies of the attached story-evaluation form for each student. (2) A seating arrangement permitting efficient division into small groups (3-5 students).

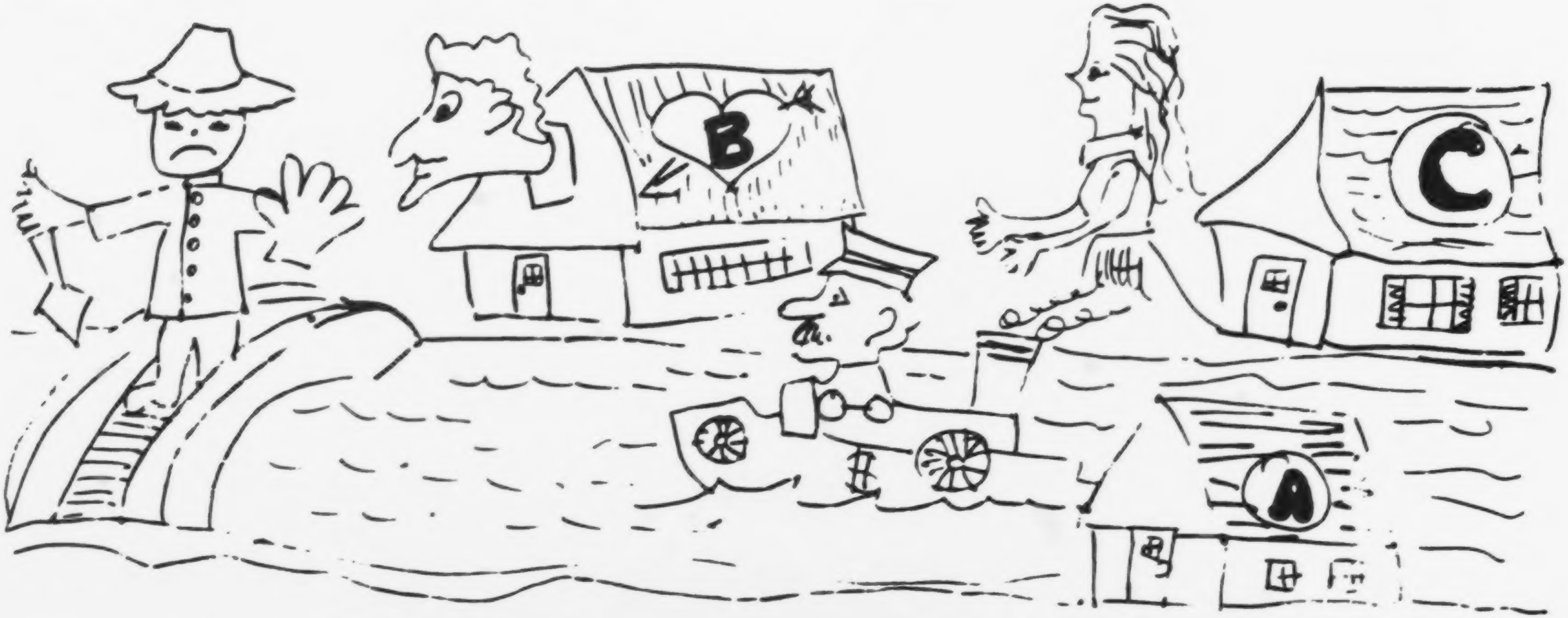
PROCEDURE: First, have students read the attached illustrated story of a women's infidelity and eventual death resulting from a series of unusual circumstances. Then ask students individually to rank-order responsibility for the woman's death. Then arrange students into small groups to discuss and arrive at some consensus in their ranks or responsibility. After they have decided on ranks, ask them to assess the values and norms governing marital fidelity, sanctuary, capitalism, "lovers", insanity, attentiveness of husband, etc. which were important for their group. Invite them to speculate on how persons of different sex, age, SES, and cultural background might differ in their rankings of responsibility.

This exercise serves as a good transition to lectures on values and normative conflicts in modern societies. It is especially useful in stimulating thought and discussion regarding the locus or responsibility in modern crimes. In this regard, it introduces the question of tension between moral accountability and social science explanations of why crimes occur.

POSSIBLE PITFALLS: The exercise is intrinsically interesting and easily invites students and instructor to spend too much time before getting to the conceptual and analytical tools for understanding what is taking place in the ranking of responsibility.

AS USED BY: Dodd H. Bogart, Department of Sociology
University of New Mexico, Albuquerque, NM

COURSES: Introductory Sociology



In house (A) is a young woman married to a man who works very hard. She feels neglected. When her husband has gone off on still another trip, the young wife meets an attractive man who invites her to his house at (B). She spends the night and at dawn she leaves, knowing her husband is coming back. Alas! The bridge is blocked by a madman who kills everyone who comes near him. The young wife follows the river and meets the ferryman but he demands $10 to take her to the other side. The young wife has no money. She runs back to her lover and asks for the $10, but he refuses. The woman then remembers a platonic friend who lives at house (C). She runs to him, explains her plight. The friend refuses to help; she has disillusioned her friend by her conduct. Her only choice is to go by the bridge in spite of the danger, and the madman kills her.

IN WHAT ORDER DO YOU HOLD THE PRINCIPALS (WOMAN, HUSBAND, LOVER, MADMAN, FERRYMAN AND FRIEND) RESPONSIBLE FOR THE TRAGEDY?

1	2	3	4	5	6
1	2	3	4	5	6

TECHNIQUE 65

CONCEPT AREA: Values, Beliefs, Opinions

TEACHING OBJECTIVE: This technique permits the teacher to build instant data from the class and use that data as a means of getting involved class discussion.

REFERENCES: The original idea for this technique came from a seminar on teaching conducted by the Department of Religion, Brigham Young University, held at Ricks College.

PROCEDURE: (1) The teacher selects (in answer to any questions) three alternatives that are similar in importance, but controversial in nature.

Examples: Which is most important to a successful marriage?

A. communication skills
B. agreement on role definitions
C. a basic understanding of finances

What is the greatest problem facing Americans today?

A. overpopulation
B. increasing crime
C. alienation of the individual

(2) Have each student silently rank-order the three alternatives.

(3) Call for a class vote using the chart below. "How many listed communication as number 1? 2? 3? etc." Write in the votes as you count them.

Write on blackboard:

	1	2	3
A. Communication			
B. Roles			
C. Finances			

(4) Upon completion of the chart, quickly review where the highs and lows fall. Use these as starting points for discussion. For example, "I see 28 of you listed communication skills as number one. Why do you feel this would be more important than finances and roles?" "There are three of you that listed communication as third, why did you list it there?"

POSSIBLE PITFALLS: If the three of four alternatives are not of about equal importance, it will throw a lot of weight on one proposal and about all you can say is, "Hum, interesting, huh!" You may want to check your proposals on a pilot group before trying them under fire.

AS USED BY: Lynn Smith, Department of Sociology
Ricks College, Rexburg, Idaho

COURSES: Introductory Sociology

TECHNIQUE 66

CONCEPT AREA: Values, Culture, Subculture

TEACHING OBJECTIVE: To illustrate cultural and subcultural values as they are used by advertisers to sell their products.

MATERIALS NEEDED: Full page advertisements selected from a wide variety of current general and special interest magazines. One is needed for each member of the class.

PROCEDURE: I use this as a test item for a unit on values (in American culture). Each student has an ad attached to the test and is asked to respond to the following question:

> Study the attached advertisement carefully. To what values of the consumer is the advertiser appealing? At what social groups is this ad aimed? How broad is the appeal of this ad to the general public? Are there any hidden value messages in the pictures or text? (Remember to define all sociological terms you use.)

Example: An ad for an air freshener showing a young, slender woman in casual attire spraying ruffled curtains. A youngish man in a chair and two children seated at his feet are watching television in the foreground. The room is neat and well furnished.

Items the student could note in answer to the question:

Item	Value
woman doing a housecleaning chore	woman's role as homemaker
neat, well furnished room woman spraying away odors	middle class value of neatness: cleanliness--even smelling clean; importance of property--the best one can afford
man, woman, two children	value of family life
man older than woman	appropriate mix of spouses

APPLICATION: Such use of ads relates textbook learning to the students' own experience and makes the test a learning as well as a testing experience.

POSSIBLE PITFALLS: Be sure to use ads with enough pictorial or text material for the student to respond fully to the question.

AS USED BY: Theresa Guminski Turk, School of Social and Behavioral Sciences
California State University, Long Beach, CA

COURSES: American Society, Introductory Sociology

TECHNIQUE 67

CONCEPT AREA: Values, Group Decision-Making

TEACHING OBJECTIVE: To help students recognize the importance of values in decision making.

MATERIALS NEEDED: The attached exercise sheet which was originally developed by Richard Bear, University of Northern Colorado.

PROCEDURE: Divide the class into four or five small discussion groups. These groups are then presented with brief descriptions of 15 individuals who are trapped in a situation where there is only enough food for seven to survive. Each group must decide which seven are going to receive the food. Give the groups 30 minutes to reach their decisions.

Following the group discussions, bring the class together and discuss their decisions. Examine the decisions and justifications of each group concerning their choices for survival in terms of the underlying values apparent in their deliberations. For example, ask groups to identify the criteria used to make selections for survival. This usually results in a listing of such factors as education, race, fertility, age, etc. which are all things to be discussed later in the course. Or, be more general, and ask what concepts were evident in their discussions. This usually results in such answers as status, role, norm, folkway, more, etc.

This exercise can also be used in class to meet many different purposes. First, it can be used to promote an informal atmosphere in class and gives the students a chance to know one another. This exercise can also be used to illustrate how group structure influences decision-making. By structuring each small group's communication pattern differently, the class can discuss the advantages and disadvantages of each group's experiences when making the decision. Also, following the small groups' decision-making process, class discussion can focus on social psychological concepts such as significant others, looking-glass self, mind and self, etc., and how they operated in the group discussion. Another approach to this assignment is to use it as an individual written assignment having the students select the seven survivors and use sociological concepts to justify selections.

AS USED BY: Brent Bruton and Sue Crull, Department of Sociology
Iowa State University, Ames, Iowa

Credited to Richard Bear, University of Northern Colorado

COURSES: Introductory Sociology

WHO SHOULD SURVIVE?

The following persons are in an atomic bomb shelter. An atomic attack has occurred. These 15 persons are the only humans alive on Earth. It will take two weeks for the external radiation to drop to a safe survival level. The food and supplies in the shelter can barely sustain seven persons for two weeks. In brief, only seven persons can minimally survive. It is the task of the group to decide which seven of the following persons should survive.

1. Mr. Dane: 29, white, no religious affiliation, Ph.D. in History, college Professor, good health, married, one child (Bobby), active and enjoys politics.

2. Mrs. Dane: 28, white, Jew, AB and MA in Psychology, counselor in Mental Health Clinic, good health, married, one child (Bobby), active in community.

3. Bobby Dane: white, 10 years old, Jew, Special Education classes for four years, mentally retarded, IQ 70, good health, enjoys pets.

4. Mrs. Garcia: 33, Spanish American, Roman Catholic, 9th grade education, cocktail waitress, prostitute, good health, married at 16, divorced at 18, abandoned as a child, in foster home as youth, attacked by foster father at age 12, ran away from home, returned to reformatory, stayed till 16, has one child, 3 weeks old (Jean).

5. Jean Garcia: 3 weeks old, Spanish American, good health, nursing for food.

6. Mrs. Evans: 32, black, Protestant, AB and MA in Elementary Education, teacher, divorced, 1 child (Mary), good health, cited as outstanding teacher, enjoys working with children.

7. Mary Evans: 8, black, Protestant, 3rd grade, good health, excellent student.

8. John Jacobs: 13, white, Protestant, 8th grade, honor student, very active, broad interests, father is Baptist minister.

9. Mr. Newton: 25, black, good health, claims to be an atheist, started last year in medicine--suspended, homosexual activity, seems bitter concerning racial problems, wears hippy clothes.

10. Mrs. Clark: 28, Protestant, black, college graduate in Engineering Electronics, engineer, married, no children, good health, enjoys outdoor sports and stereo equipment, grew up in ghetto.

11. Sister Mary Kathleen: 27, Nun, college graduate as English major, grew up in upper middle class neighborhood, good health, father is a businessman.

12. Mr. Blake: 51, white, Mormon, high school graduate, mechanic, "Mr. Fixit", married, 4 children (not with), good health, enjoys outdoors and working in his shop.

13. Miss Harris: 21, Spanish American, Protestant, college senior, nursing major, good health, enjoys sports, likes people.

14. Father Frenz: 37, white, Catholic, college plus seminary, priest, active in civil rights, criticized for liberal views, good health, former college athlete.

15. Dr. Gonzales: 66, Spanish American, Catholic, medical doctor in general practice, has had 2 heart attacks in past five years but continues to practice.

TECHNIQUE 68

CONCEPT AREA: Work Ethic (American Dream, Monetary Success, Deferred Gratification, Values)

TEACHING OBJECTIVE: To clarify the concept of Protestant Work Ethic by helping student discover how this ethic influences their own behavior.

REFERENCES: Max Weber, The Protestant Ethic and the Spirit of Capitalism; Robert Merton, Social Structure and Anomie .

MATERIALS NEEDED: Pencil, Paper.

ESTIMATED TIME: 15-30 minutes.

PROCEDURE: I begin by asking the class as a whole to tell me how they as individuals are influenced by the work ethic. Inevitably I get no responses. If I do, they are usually not along the lines I wish to develop. I then ask for a show of hands of students who can think of something they would rather be doing at the moment than sitting in class. This question is usually met with giggles and embarrassment. Slowly, one at a time, students begin to raise their hands until almost everyone acknowledges their desires.

I then ask the students to answer a series of questions. In a large class I have each student write down his/her answers so that all students are involved. I then ask for volunteers to read their answers. In smaller classes, I have students call out their answers right away. Below I have listed the questions and typical answers.

Q.: What kinds of things would you rather be doing right now?
T.A.: At the beach, playing ball, sleeping, partying, with my girlfriend.
Q.: Why are you in class instead of doing what you want to do?
T.A.: I don't want to miss the lecture.
Q.: Why don't you want to miss the lecture?
T.A.: Because I want to do well on the next exam.
Q.: Why do you want to pass the exam?
T.A.: To get a good grade in the course.
Q.: Why do you want to get a good grade in the course?
T.A.: To improve my grade point average.
Q.: Why do you want to improve your grade point average?
T.A.: So I can get a good job (into graduate school).
Q.: Why do you want to get into a good job?
T.A.: So I can make a good salary.
Q.: Why do you want to make a good salary?
T.A.: So I can have the things I want.
Q.: Why do you want the things you want?
T.A.: Society tells me. Through Socialization. We're brainwashed.
Q.: How would you feel if you didn't get the job and salary you want?
T.A.: Like a failure. Worthless.
Q.: Tell how you as individuals are influenced by the work ethic?

Having been led through this exercise step by step, students are able to give a meaningful answer to this question.

INTERPRETATION: I use this exercise to illustrate how influential the work ethic and the goal of monetary success are in our society. The realization that they are constantly denying themselves of immediate gratification in order to reach long term goals is especially powerful for the students. I suggest that while they are not motivated out of anxiety concerning their salvation, they do experience anxiety about failing at various points along the steps toward success and that this anxiety is a primary source of motivation in their lives. Students can usually be encouraged to talk about their experiences of stress and tension to illustrate this point.

These insights are also useful in helping students see why the Protestant work ethic might have been instrumental to the development of capitalism as it has evolved in Western societies. This exercise is also a useful introduction to a discussion of Merton's theory of deviance and anomie. Cheating on tests or buying term papers become meaningful examples of innovation as a form of deviance in Merton's theory.

POSSIBLE PITFALLS: Not all students will give responses resembling the typical answers listed above. The instructor will have to guide the discussion so that it proceeds in this fashion.

AS USED BY: Stephen Wilson, Department of Sociology
Temple University, Philadelphia, PA 19122

COURSES: Introduction, Social Problems, Social Psychology, Deviance

TECHNIQUE 69

CONCEPT AREA: Worker Alienation and Related Concepts

TEACHING OBJECTIVE: To develop a pool of concrete work experiences which exemplify Marx's conception of alienation and the social organization that produces it.

REFERENCES: Selections from "The Economic and Philosophic Manuscripts of 1844". My own choice is Robert Freedman (ed.) Marxist Social Thought (N.Y.: Harcourt, Brace, Jovanovich, 1968), pp. 65-107, 278-295.

PROCEDURE: Each class member is asked to relate his/her worst work experience (almost everyone has had some summer or part-time employment). If the person has never had a "bad" job, I ask them to tell about their best one. As we go, I list those factors which seem recurrent. The most useful themes, which almost always emerge with no coaching, include: monotony/variety, responsibility or lack of it, quality of peer relationships, and behavior of superordinates. In addition, there is always a number of graphic, funny, horrific, or otherwise memorable anecdotes in the average class. These and the themes that emerge from the collective experiences are then tied to Marx's conception of alienation.

The four dimensions of alienation identified by Marx are alienation from: (1) the product of labor, (2) the process of labor, (3) others, and (4) self. Class experiences usually fit easily into these categories. The culmination of this phase of discussion requires a picture of what Marx thinks people and work should be like in order to understand the full human cost of alienation. This requires a discussion of "species-being" or Marx's assumption of what constitutes whole personhood. Special emphasis of course goes to the central role of work. Here, students with good work experiences are relied on in discussing the possible intrinsic satisfactions of work.

The final and sometimes hardest phase of discussion centers on alienation as a social structural problem. Students have a tendency to identify it as a psychological one; therefore, I focus on concrete examples mentioned by students to see to what extent a "positive attitude" would eliminate alienation and to what extent the most cheerful and resourceful individual could modify a miserable and helpless situation. From this I proceed to a broader consideration of job organization, societal organization, and culture. For instance, I point out meanings given to the words "work" and "play." Why is it that something enjoyable can be defined as "work" only with difficulty. There often are examples of this definitional irony in student accounts of work.

Leading Questions

How did you feel about the thing you worked on or produced (auto parts, french fries)?

How did you feel about the people who used the things or services you helped provide? Were you in direct contact with them? Did you ever trick them or insult them or feel like doing it?

Did you ever feel like a machine or part of a machine? Did others treat you like one?

How long did it take you to learn your job? How much skill did the job take?

Did you or those around you have any standards of doing the job "right" as opposed to "any old way"?

Was it possible to take pride in your work?

How did it feel to be doing something that required little of your talent?

Did you ever try to disrupt, stop, or sabotage the work process?

Did the people who did this job year-round get along well with those who were only there for the summer?

How did you relate to your boss? Was he/she easier to relate to or like off the job?

How did your boss relate to his/her boss, if there was one?

Can you imagine spending your life without developing any further skill than that required by this job?

If the job was boring, what did you do about it? Did you play games in your head?

POSSIBLE PITFALLS: Finding the proper balance in the experience-sharing phase between student spontaneity and didactic direction can be a problem. I frequently ask some of the leading questions listed above to provoke thinking.

Class size also limits how long you can spend on each person. With too many students, individual narratives become rushed and some of the interesting detail can get lost.

AS USED BY: Bob Leighninger, Department of Sociology
Western Michigan University, Kalamazoo, Michigan

COURSES: Foundations of Sociological Theory

INDEX OF CONCEPTS

(Numbers indicate page numbers)

Adult socialization, 90
Age distribution, 60
Age inequality, 1
Ageism, 1,93
Aging, 111
Alienation, 123
American Dream, 121
Anticipatory socialization, 90
Assumptions, 103
Authority, 64

Beliefs, 117
Biography, 27

Central traits, 56
Cities, 111
Collective behavior, 68
Community, 2
Conflict model, 105
Consumer behavior, 45
Content analysis, 3,6
Criminal behavior, 14
Cultural change, 82
Cultural relativity, 26
Culture, 8,10,24,118

Decision making, 14,18,33,79,115,119
Deferred gratification, 121
Demography, 58
Development of sociology, 11
Deviance, 12,14,16,50
Discrimination, 79,97
Dramaturgy, 83

Ecology, 111
Education, 18,20
Ethnicity, 24,70,111
Ethnocentrism, 24,26
Experimental method, 45
Explanation, 103,105
Extra-legal factors, 79

Family, 6,22,40
Family names, 93
Folkways, 50,53
Founders of sociology, 27
Front, 66
Function, 64
Functional theory, functionalism, 2,82

Gender (see Sex, also), 31,77
Gratification, deferred, 121
Group decisions, 14,45,119
 -pressure, 36
 -processes, 18,33,37,94

Historical time, 39
Homogamy, 40
Hypotheses, 42,43,107

Identity, self concept, 73,91,97
Ideology, 109
Impression management, 83
Income, 45
Inequality, age, 1
Interaction analysis, 83

Justice, 79
Labelling, 12,48,50,93,97
Labor, 123
Laws, 53
Leadership, 45
Life tables, 58
Looking-glass self, 88

Marriage, 40
Measurement, 55,99
Minorities, 94,95
Modern industrial society, 39
Moral indignation, 16
Mores, 50,53
Music, 88,95

NORC occupational prestige scale, 99
Norms, 40,53,115
 -emerging, 22
 -violation of, 50
Observation, 109
Occupational aspirations, 55
Occupational prestige, 99
Operationalization, 55
Opinions, 117

Perception, 56
Police decisions, 79
Population, 58,60
Poverty, 62,102,111
Power, 18,64,105
Primary relations, 40
Prison riots, 68
Propaganda, 20
Protestant ethic, 121
Public policy, 16

Race relations, 70,94,95
Reference groups, 71
Relative deprivation, 71
Reliability, 6
Research methods, 43,45,55,74,99,107
Resocialization, 90
Revolutions, 11
Riots, 68
Role expectations, performance, 72
Roles, 6, 73
 -family, 22
 -sex, 8,31

Sampling distribution, 14,74
Sampling error, 14
Sanctions, 53
Schools, 18
Scientific thinking, 42
Secondary data, 6,76
Self-concept, identity, 73,91,97
Self-presentation, 66
Sex distribution, 60
Sex roles, 8,78
Sexism, 77,78
Social
 -behavior, 36
 -change, 82
 -class, 3,45,79
 -control, 79
 -interaction analysis, 83
 -loafing, 37
 -status, 3
 -structure, 87
 -system, 2
 -theory, 103,104,105,107,109
Socialization, 31,73,78,88,90,91,95
 -anticipatory, 90
Sociology, development of, 11,27
Stereotypes, 48,94
 -age, 1,93
 -race, ethnic, 70
Stigma, 93,95
Stratification, 97,99,102,111
 -gender, 77
 -income, 45
Structural-functional model, 105
Subculture, 118
Success, 121
Symbolic interaction, 93
Symbols, 10

Theory, theorists, 103,104,105,107,109

Urban development, 111

Values, 10,22,115,117,118,119,121
Violence, 68

Wealth, 102
Work ethic, 14
Worker alienation, 123